



**STATE OF TENNESSEE  
DEPARTMENT OF EDUCATION**

**Amendment # 3**

**MARCH 17, 2003**

**REQUEST FOR PROPOSALS  
FOR**

**TCAP ACHIEVEMENT TEST  
AND  
ELECTRONIC PRACTICE PROGRAM**

**RFP Number: 331.11-008**

1. **The Department is issuing responses to written questions that were submitted in accordance with the requirements of section 3.3 of the RFP. The questions and the State's responses are attached.**

**The following items, 2- 25, apply to the TCAP Achievement Test**

2. **Add the following to section 1.1, State of Purpose, as the last sentence of paragraph three:**

The State also intends to select a Contractor to provide an equivalent, multiple-choice, norm-referenced, grade 2 achievement test which is on the same NRT scale as grades 3-8 NRT scale.

3. **Add the following sentence to the end of section 5.2.4.2.a TCAP Achievement Test Development and Content Alignment:**

The Proposer must provide 20% of the NRT matching items for reading, language, mathematics, science and social studies for grades 3, 5, and 8 to demonstrate the quality of the match to the State Curriculum.

4. **Delete clause A.2 of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

**A.2 PROJECT PROCEDURES**

The TCAP/ACH for grades 3-8 is an assessment of student achievement including CRT and NRT test items based on a nationally standardized NR test and a CR test based on the Tennessee State Curriculum Performance Indicators (see Attachment C2) for reading, language, mathematics, science, and social studies. The CR assessment will be developed through a joint approval process between the Contractor and the State. The TCAP/ACH for grade 2 and grades K-1 is an assessment of student achievement using a NRT for reading, language, mathematics, science, and/or social studies. The State distributes the TCAP/ACH for all assessments to Tennessee school systems and approved private schools for administration per Attachment F. The TCAP/ACH is processed and scored by the State using programs and software developed and implemented by the Contractor. Reports are printed by the Contractor and returned to the school systems prior to summer break.

5. **Delete clause A.2.c of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.2.c The Contractor is required to complete the following project management tasks:

- Provision of program management tasks, provided as a written scope of work
- An annual schedule for providing contracted deliverables approved by the State
- An annual problem resolution plan, listing contact persons
- A technology training schedule and documentation, including test plans for processing with resolutions and contact persons
- Provision of research tasks as needed and agreed upon with the State
- Provision of all required software, programming, and technical assistance installed and quality checked on State equipment to facilitate scanning, scoring, reporting, and printing assessment results
- Provide psychometric support for all assessment programs and functions
- Generate required data and data files for use by the State for validation of equivalency of all grade 3-8 test forms to support TVAAS as required by the State.

**6. Delete clause A.4 of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

**A.4 Test Development and Content Alignment**

The Contractor will provide:

1. an annually, fresh, nonredundant, equivalent, multiple-choice, achievement test for grades 3-8,
2. norm-referenced (NRT) and criterion-referenced (CRT) items, aligned with the State's Curriculum Performance Indicators (see Attachment C2) for grades 3-8 in Mathematics, Reading, Language, Science, and Social Studies per Table 1,
3. a measurement model which supports the maintenance of the current Tennessee Value Added System,
4. an annually, equivalent, multiple-choice, NRT for grade 2 in Mathematics, Reading, Language, Science, and Social Studies which is on the same NRT scale as the grades 3-8 NRT scale, and
5. an annually, equivalent, multiple-choice, NRT for grades K and/or 1 in Mathematics, Reading, Language, Science, and/or Social Studies which is on the same NRT scale as the grades 3-8 NRT scale, **if these are available products by the Contractor .**

TABLE 1  
TCAP TESTS AND ITEM FORMATS

Grade	Subtest(s)	Item Formats	
		NRT	CRT
		MC <sup>1</sup>	MC <sup>1</sup>
K-2	Reading, Math, Science	X	
	Language & Social Studies	X	
3	Reading, Math, Science	X	X
	Language & Social Studies	X	X
4	Reading, Math, Science	X	X
	Language & Social Studies	X	X
5	Reading, Math, Science	X	X
	Language & Social Studies	X	X
6	Reading, Math, Science	X	X
	Language & Social Studies	X	X
7	Reading, Math, Science	X	X
	Language & Social Studies	X	X
8	Reading, Math, Science	X	X
	Language & Social Studies	X	X
<sup>1</sup> MC = multiple-choice items			

**7. Delete clause A.4.i of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

- A.4.i For Grades 3-8, the TCAP/ACH test shall contain sufficient alignment with the State's curriculum to meet State and federal guidelines. All items selected for the CRT must be in complete alignment with the Performance Indicators. Test item alignment validation must be demonstrated annually by providing an alignment diagram, which will be reviewed and verified by the State prior to acceptance of test items.

**8. Delete clause A.4.j of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.4.j For Grades 3-8, CRT and NRT item alignment diagrams must contain the following information in a software program format compatible with the State. It should be provided annually to the State prior to the mockup production and programming stages, in order to allow for modifications:

Test Specification (Blue Print):

1. Item reference number
2. Target grade(s)
3. Content area
4. Reporting category and performance indicator
5. State curriculum alignment
6. Norming date – NRT only
7. Item difficulty level (p-value)
8. Administered to Tennessee students (yes/no)
9. If yes, administration year
10. Origination of item

**9. Delete clause A.4.k of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.4.k For grades 3-8, Students with disabilities and ELL students must be included in the field testing of items and in the norming and calibration of all tests. These students should participate in the field testing utilizing State approved testing accommodations. It will be the Contractor's responsibility to ensure test results accurately reflect the child's achievement level, rather than reflect the child's disability. See Attachment H.

**10. Delete the title to clause A.5 of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.5 Standard Setting – Grades 3-8

**11. Delete clause A.6 of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.6 Test and Answer Documents Design

The Contractor, in consultation with the State, will design, produce, and print the test books and answer documents. The State requires each grade level test (CRT and NRT) for grades 3-8 to be in one combined test booklet as illustrated below. The State shall approve and have the right to modify the design of the test books and answer documents prior to printing for any test administration.

Grade	Book Configuration	
	Non-Scannable Documents	Scannable Documents
K-1		<ul style="list-style-type: none"><li>Contractor will determine</li></ul>
2		<ul style="list-style-type: none"><li>N test booklet</li></ul>
3		<ul style="list-style-type: none"><li>N/C test booklet</li></ul>
4	N/C test book	<ul style="list-style-type: none"><li>N/C answer document</li></ul>
5	N/C test book	<ul style="list-style-type: none"><li>N/C answer document</li></ul>
6	N/C test book	<ul style="list-style-type: none"><li>N/C answer document</li></ul>

7	N/C test book	• N/C answer document
8	N/C test book	• N/C answer document

**12. Add the following bulleted item to clause A.6.a of Attachment A, TCAP Achievement Test Scope of Services:**

- For grades 3-8, the number of field-tested items should not add more than 15 minutes to the testing time.

**13. Delete the title to clause A.8 of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.8 Scoring – Grades 3-8

**14. Delete the title to clause A.9 of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.9 Test Score Formats – Grades 3-8

**15. Add the following sentence to the second bulleted item of clause A.9.a of Attachment A TCAP Achievement Test Scope of Services:**

The State will accept a combined Reading/Language Composite score in addition to the separate content area scores required.

**16. Delete clause A.10.d of Attachment A, TCAP Achievement Test Scope of Services and replace with the following:**

A.10.d For Grades 3-8, programming must assure criterion-referenced and nationally norm-referenced items are appropriately combined for comprehensive score reporting.

**17. Delete the fourth bulleted item from clause A.10.f of Attachment A TCAP Achievement Test Scope of Services and replace with the following:**

- Quality assure and monitoring scanning of answer documents and other codes identifying the document, and training State personnel to perform these services

**18. Delete the following clause A.10.g (b) of Attachment A TCAP Achievement Test Scope of Services and renumber the remaining items as needed:**

b) all book codes and student bar codes are properly read and are unique for each student per administration,

**19. Delete clause A.11.h of Attachment A TCAP Achievement Test Scope of Services and replace with the following:**

A.11.h The Contractor is responsible for developing the following materials, in addition to the test books, answer documents, and score reports, for State assessments. These materials will be produced following the quantities and specifications identified in Attachment E. Informational and non-secure documents may be used in print and on the web.

1. TCAP/ACH On-line Item Sampler
2. Understanding TCAP/ACH Test (Pre-test brochure with practice test items) grades 3-8
3. Practice Test for grade 2
4. Practice Test for grades K-1, if available
5. Understanding TCAP/ACH Test Reports (Posttest brochure)
6. Test Administration Manual

7. Instructions for Training System Coordinators
8. Instructions for Training School Coordinators
9. Instructions for Training Test Administrators
10. Testing Coordinators Manual
11. Test Documents (regular print)
12. Braille Tests
13. Large Print Tests
14. Audio Versions
15. Not Tested Document
16. Test Administrator Comment Form
17. School/System Coordinator Comment Form
18. Student Checklist
19. Teacher Header Document
20. School Listings (School Count Form)
21. Survey Questions
22. Technical Report
23. Report for Equating Procedures and Results
24. Test Specification (blue print, etc)
25. Item Alignment Diagram

- 20. Delete Attachment D of Section 8 (pro-forma contract for the TCAP Achievement Test) and replace it with the attached revised Attachment D.**

*Deleted:* "Minimum of 35 days prior to State delivering Calibration sample to Contractor"  
*and replaced with:* "28 days prior to the first day of the testing window"

- 21. Delete clause C.3 of Section 8 (pro-forma contract for the TCAP Achievement Test) and replace it with the attached revised C.3. clause e.**
- 22. Delete Attachment 10.2 and replace it with the attached revised Attachment 10.2**
- 23. Delete Attachment 10.4 and replace it with the attached revised Attachment 10.4**
- 24. Delete Attachment 10.6 and replace it with the attached revised Attachment 10.6**
- 25. Delete Attachment E of Section 8 (pro-forma contract for the TCAP Achievement Test) and replace it with the revised Attachment E.**

**The following items, 26-30, apply to the Electronic Practice Program.**

- 26. Delete clause A.1.c of the Electronic Practice Program (Section 9) Scope of Services and replace with the following:**

A.1.c Item alignment diagrams must contain the following information in excel format and provided to the State by June 30<sup>th</sup> of each year (see E.4.a.i.i):

1. Target grade
2. Content area
3. Reporting category and accomplishment and/or
4. NAEP (National Assessment of Educational Progress) alignment

The State expects the constructed and extended response items to be aligned with NAEP standards whenever possible. This alignment notation should be provided with these items as they are submitted for State approval.

**27. Delete clause A.1.e of the Electronic Practice Program (Section 9) Scope of Services and replace with the following:**

A.1.e The Electronic Practice Program must be accessible by a web-enabled system and a CD-ROM by August 31, 2003 (see E.4.a.i.i). The details of the web-delivery system are to be determined in consultation with the Contractor and the State. The State expects the Contractor to provide one boxed set of K-8 CDs per system per year.

**28. Delete clause A.1.m of the Electronic Practice Program (Section 9) Scope of Services and replace with the following:**

A.1.m Reports must provide the following information for each student: performance in each reporting category and performance for each accomplishment covered on the TCAP/ACH and State curriculum.

**29. Delete clause A.1.n of the Electronic Practice Program (Section 9) Scope of Services and replace with the following:**

A.1.n The Contractor is responsible for the technical support and hosting of EPP. The web site will be hosted and maintained on the Contractor's server and access will be provided through the State's web page. Technical support, Updates, and Maintenance renewals will be September 1<sup>st</sup> of each year (see E.4.a.i.i). The term "Technical Support" encompasses growth of the web application with the annual addition of new items to the existing web bank, updates, maintenance and an annual technical support role for users troubleshooting (including access, password problems, access compatibility problems and any upgrades necessary for access). The Contractor should respond to systems within 24 hours.

**30. Add the following clause as A.1.p to the Electronic Practice Program (Section 9) Scope of Services:**

A.1.p The State requires eight regional training sessions - one session for each of the seven Tennessee regional offices and one for the State staff -for Year 1. In subsequent years, four sessions are required - one for each grand division of the state and one for State staff. The State also requires duplication rights for all training materials. State staff can then provide additional training as needed or requested.

TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
1	What is the yearly and overall budget to support TCAP?	This information is not available at this time because the fiscal year 03-04 proposed budget is pending General Assembly approval.
2	<b>Question on Proposal Layout:</b> When presenting a Proposer's Technical/Project Approach is the scope of services and labeling scheme (i.e., A.2, A.2.a, etc.) presented in Attachment A - TCAP Achievement Test of the RFP to be followed "exactly" when providing a proposal response? Where should we insert these requirements (i.e., under section 5.2.4.2?)	There is no requirement that the proposer reference the Scope of Services in responding to 5.2.4.2.
3	Please clarify the deadline for the Performance Bond. The RFP document indicates it is due 4/29/03 but the Contract indicates it is due by 3/7/03	The current deadline for the Performance Bond is May 7, 2003.
4	We presume the State is not claiming ownership of pre-existing Intellectual Property or derivative works of that Intellectual Property - is this correct?	This is correct.
5	Section A.6.d of the RFP on page A-7 states that item parameter information (difficulty, discrimination and guessing) from IRT is required. Section A.8 on scoring requires equivalent item parameters to the models previously used in the state that was the three-parameter IRT model. Does this mean that the State requires a three-parameter IRT model in order to be compliant?	Even though the state does prefer the three-parameter IRT model, consideration will be given to other models if accompanied by documentation reflecting comparable suitability to the state requirement for scaling reliability sufficient to support the TVAAS.
6	Is it the State's intention to only have a single bidder based on the fact that there's only one NRT from your current vendor that meets the three-parameter criteria?	The state hopes to have several competent bidders.
7	Does the State intend to perform all elements of scoring, including computation and aggregation of student and group results? We understand that the State's contractor currently performs this function at the contractor's facility.	The state will not complete the scoring process. The state will scan, edit, and create data file in a format appropriate for vendor application of scoring algorithm.
8	Follow-on question to above: If the state desires full computational capability through application of the 3-parameter model and aggregation processing, please define the capacity of the state's computer systems that will be available for the effort.	See #7.



TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
9	What hardware and software does the state currently have to facilitate processing, scoring, computing and reporting?	The state uses NCS 5000i scanners for scanning and desktop computers for editing. Scoring, computing and reporting functions are currently performed at the contractor's facility.
10	When "days" are referred to in the RFP, at these calendar days or working days?	calendar days
11	<p>The RFP included several references to program data and research models which "support" the state's value-added accountability system (TVAAS). Please clarify and define the meaning of "support" for the following sections.</p> <p><i>Section I - Introduction 1.1 "The data from these assessments must <u>support</u> the state's value-added accountability system."</i></p> <p><i>Attachment A</i></p> <p><i>A.7.a "Maintaining the validity, reliability, and equivalence of tests, scale scores, and achievement levels across years is a fundamental priority of the TCAP/ACH program. In addition, the Contractor is required to <u>support</u> the TVAAS program."</i></p> <p><i>A.4 (3). "The Contractor will develop: a measurement model which <u>supports</u> the maintenance of the current Tennessee Value-Added System" A.9.b "...must provide valid and reliable scale scores appropriate for supporting TVASS."</i></p>	The assessment(s) must provide a single, equal interval scale across grade levels by subject area with appropriate "stretch" so as to minimize floor and ceiling effects. The vendor has the responsibility to demonstrate that annual forms of the assessment generate equivalent scales across the entire scale range with respect to the measurement of Tennessee students.
12	<p>Attachment A.4.e - Field Testing - Will a Fall, 2003 testing window be available for field-testing test items with a sample of the student population?</p> <p><i>ATTACHMENT A.4.e "To populate future CRT item banks, the tests may include a limited number of embedded field-test items per content area. ... The Contractor may employ other field-test techniques with State approval."</i></p>	Yes
13	<p>Section E-3 Braille, Large Print, Audio Tape Version: Are the Following components optional (I.e. if available), or a requirement?</p> <p>Q: The RFP states:</p> <p><i>"1 form of the TCAP/ACH Braille test/answer booklet for grades 1 and 2, if available."</i></p> <p><i>"1 form of the TCAP/ACH Large Print test/answer booklet for grades K-2, if available."</i></p> <p><i>"1 form of the TCAP/ACH (Audio Tape Version) ink print test/answer booklet for grades K-2 in audio format, if available."</i></p>	Braille and Large Print versions are required for Grade 2. Braille, Large Print and Audio versions are preferred if the product is available below grade 3.

TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
14	Attachment A.5 - Standard Setting Please indicate how many Standard settings are required, and whether standard settings are needed for all grades (3-8); grades 4, 6, 7 for the 2004 forms; and non-mandated grades (K-2).	Grades 4, 6, and 7 for reading, language, and math - Grades 3, 4, 5, 6, 7, & 8 for science and social studies; no standard settings are required for non-mandated grades (K-2).
15	Attachment A.8.e: Please confirm that the TCAP test total scores will be based on "pattern scoring" as opposed to "number correct to scale score." <i>Attachment A.8.e "All Item parameters will be placed on a common scale. Student total scores will be based on item parameter estimates and are obtained using <u>pattern scoring</u>."</i>	So confirmed.
16	Attachment A.9.a Please confirm whether CRT student scores are to be vertically scaled across grade levels. <i>ATTACHMENT A.9.a "Second bullet requirement lists NRT student scores to be vertically scaled, but Bullet 3, does not mention the requirement for CRT scores."</i>	So confirmed.
17	Attachment E-4 Report for Equating Procedures and Results Please define if this applies to NRT as well as CRT Test Forms. <i>ATTACHMENT E-4 "The Contractor is responsible for reporting year-to-year equating procedures to the State for Approval. The State's value-added contractor will report on equating as well, therefore in the case of conflicting reports, it will be the State's decision of which equating procedure the Contractor will implement."</i>	Equating procedures for NRT and CRT are to be provided to the state.
18	Attachment E-5 Reports of Results - General Considerations First bullet listing NRT scores includes <u>Grade Equivalent</u> but on page E-6 under <u>School List of Scores</u> last bullet it is not included in NRT scores. Is Grade Equivalent required for the School List of Score reports under the new Contract?	Grade Equivalent is not required for the School List of Score reports under the new Contract. Grade Equivalent is required in the data file for production and the Technical Report.
19	Attachment E-7 <u>System Data File</u> and <u>Aggregated Data File</u> Please define what is meant by "an electronic medium that can be utilized by a <u>variety of other computer programs</u> ?" <i>ATTACHMENT E-7 "Files will be made available in an electronic medium (e.g., CD or Diskette) that can be used by a variety of other computer programs."</i>	This simply refers to a flat ASCII file suitable for SPSS query, etc.

<b>TCAP Achievement Test</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
20	Given that the entire TCAP assessment will be scored using a 3-parameter model for all grades and content areas, will Tennessee accept NRT scores based on a Rasch model?	Even though the state does prefer the three-parameter IRT model, consideration will be given to other models if accompanied by documentation reflecting comparable suitability to the state requirement for scaling reliability sufficient to support the TVAAS.
21	p.A-3, A.4.1 - Please clarify "nonredundant."	The operational part of the assessment must contain 65% - 70% not previously used items.
22	(p.2) Please clarify that this contract involves multiple-choice items only, that there are to be no constructed-response items developed or administered and no hand scoring of any items.	So confirmed.
23	(p. 17) The RFP calls for the inclusion of samples of test materials. This requirement, plus the requirement of full disclosure (p. 10) seems to place secure test items in jeopardy. Is there any allowance for protecting secure test materials from disclosure in the bidding process?	Secure test items will not be a part of full disclosure in accordance with T.C.A. § 49-6-6001.
24	(p. 29) The RFP stipulates that the Contractor shall not be compensated or reimbursed for travel, meals, or lodging. Does this mean that the Contractor will never be required to attend meeting or otherwise travel to Tennessee for any task or activity? If travel is required, what is the justification for not excluding travel costs from the budget?	Anticipated contractor costs should be built in to the budget when cost proposals are submitted.
25	(p. 36) The RFP stipulates that the State shall have ownership of copyright in all products, including test items. Does this right extend to copyrighted test items already in the Contractor's banks, or does the State simply require the right to use these items in Tennessee, with current copyright holders maintaining their rights elsewhere?	The State simply requires the right to use these items in Tennessee, with current copyright holders maintaining their rights elsewhere.
26	(p. B2) Reports on teacher effects have apparently been produced since 1996. Are any reports available to bidders for review?	No. Reports on teacher effects are not required in the RFP and are not available for review.
27	(p. 76) The number 387,100 for grades 4-8 appears to be a total, not a per-grade count, since the number for grade 3 is 77,800. Is this a correct conclusion? If the bidder would like to differentiate costs among test materials for grades 4-8, will it be permissible to provide differential pricing by grade? If so, could you break down the number 387,100 by grade, or should we assume roughly equal numbers of students per grade in grades 4-8?	A break down by grade is provided in this RFP. See attachment F

TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
28	Given the requirements of NCLB and current fiscal conditions, would the State consider phasing in science and social studies, rather than having all subjects come on line all at once?	No, all subjects are to come on line all at once
29	Is the Tennessee Writing Assessment included in the Reading/ELA test?	No, it is not included.
30	(p.17, 5.2.4.2a) a) In the RFP there is a statement that the State has an item bank available for the new contractor to use as a supplement the contractor's items, when constructing the CRT portion of the TCAP. Can you provide a description of the size and the breadth, and depth of the items in this bank and their relationship to the Tennessee performance indicators and grade level accomplishments?	The state has no item bank available for the initiation of this contract.
31	(p. A-3, A.4, #3) What percent of the items on a given form of the TCAP/ACH must be new- compared to the previous year - in order for the form to be called "fresh" and "nonredundant?"	65% - 70%
32	(p. A-6, A.6a) a) What is the desired blueprint (number of multiple-choice items) for TCAP content area tests (reading, language, mathematics, science, social studies), and does the DOE wish each of these content areas to be administered within a single class period of approximately 40 minutes?	The number of items required for the TCAP content areas is indeterminable. The contractor cannot pre-know the number of items which can function as both CRT and NRT. No, not within a 40 minute period.
33	(p. A-6, A.6a) b) If the number of spaces available on each operational TCAP/ACH form for embedded field test items is limited, approximately how many does the DOE anticipate will be able to be field tested per form, per year?	The number of field tested items should not add more than 15 minutes to the testing time.
34	(p. A-7, A.6d; A-8, A.8e) a) For the NRT and CRT it appears that a 3 parameter IRT model is required for item calibration/scale development, and equating. Is this accurate?	Even though the state does prefer the three-parameter IRT model consideration will be given to other models if accompanied by documentation reflecting comparable suitability to the state requirement for scaling reliability sufficient to support the TVAAS.
35	(p. A-7, A.6d; A-8, A.8e) b) It also appears that for the NRT and the CRT student total scores must be "based on item parameter estimates obtained using pattern scoring." Is this accurate?	Please refer to the response to question #34.

TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
36	(p. A-9, A.10) Please clarify whether the State Department of Education in Nashville performs each of the following scoring and reporting tasks for all students in Tennessee taking the TCAP, or whether the DOE performs the task for only a sample of the state in order to verify the work of the contractor who is processing the entire population of test takers: (a) answer document (or booklet) scanning and editing (b)scoring the scan file to obtain raw scores (c) scoring to obtain from the raw scores - scaled scores, derived norm-referenced scores, and achievement levels (d) printing score reports and distributing the reports to districts and schools.	(a) state - all (b) state - all (c) contractor - all (d) contractor - all
37	E-6/E-7/A.10.t: State List of System Scores, System List of School Scores, and Aggregated Data File mention "formatted for user-friendly access" and "file formatted for State Software" and "Reports in formats that allow the files to be both viewed and downloadable from the Internet." Question: Please clarify whether or not the state wants the data (GRT/SGRT and Clarity Download data in it's current format) so that it can modify and post on the Internet themselves, or does the state want the vendor to supply web-ready reports?	The state requires a flat ASCII file which contains a detailed record layout for student analysis and custom summaries. The state will use data from this file for web configuration and reporting.
38	E-6/E-7/A.10.t: State List of System Scores, System List of School Scores, and Aggregated Data File mention "formatted for user-friendly access" and "file formatted for State Software" and "Reports in formats that allow the files to be both viewed and downloadable from the Internet." If the state needs Web-ready reports, please specify what formats would be acceptable. (e.g. HTML, PDF, etc.)	PDF (not password protected) formatting is acceptable
39	Please define "summary of balances of Reimbursable Funding Categories." Are these special categories defined by the state like the customer price format? (Ref: page A-3 item numbers A.3.d and A.3.d.4)	This reference refers to the provision of six month statements of invoices and payments to date.
40	A.10 Technical Processing - Scanning, Editing, Scoring and Reporting: Please provide a list of software/hardware that it wants the vendor to support?	See response to question #9.
41	Will any sample test materials submitted with proposals be treated as confidential and not be released to the public by the state?	see #23.

TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
42	A.10.c "All programs must be suited for use on State equipment." Please define "State equipment"	See response to question #9.
43	A.10.f Mentions Student Bar Codes. There is no mention of an Inventory System in the RFP A-14. <i>QUESTION:</i> Are these just for the Non-Scannable Test Books only, or is it for <i>any</i> Scannable documents? If for <i>any</i> Scannable documents, who will process (wand/scan) the documents, Tennessee or the vendor?	See amendment to RFP Section 8: A.10.f
44	A.10.h The report verification must be completed at least 12 weeks prior to the processing of the first testing date. <i>Comment:</i> Please provide definition of "Report Verification" and when the "first testing date" is.	State verification of form and content is required. First testing date will be vendor determined based upon norming window of NRT.
45	A.10.i The final files and a copy of each report must be delivered to the State for comparison against documents created by the State at least 90 days prior to the first testing date. <i>QUESTION:</i> Which 'final files' and report is the State referring to?	The "final files" refers to the data files developed and used by the contractor to Quality Assure all of the processing programs. The "reports" refer to the Student Level Reports listed in E.6 and the System Summary Reports listed in E.6-8
46	Aggregated Data File: An electronic file will be prepared that includes the school and system summary scores for each test. This file will be formatted for State software that can be made accessible via the Internet. <i>QUESTION:</i> Will an ASCII file be acceptable?	Yes
47	Attachment A, page A-3: The inclusion of both NRT and CRT items for five content areas will create a high page count for a single book and will require additional costs for secure bindings. Would the State be agreeable to two books per grade in order to make the size more manageable?	No
48	Attachment E, page E-3: You are requiring that each sub-section of the test books for Grades 4-8 be individually sealed which will add considerable expense to the State's manufacturing costs. Are there any alternatives that would be acceptable to the State?	Requirement of sealed subsections has been rescinded.

TCAP Achievement Test		
	<u>Question</u>	<u>Response</u>
49	Attachment E, page E-5: You are requesting a Student Checklist that is pre-identified with student information and linked to a security barcode printed on the test book. Since the State does the fulfillment of these materials, the student cannot be linked to the book until that time. Will the state accept a document that lists all barcodes included in the bulk shipment for distribution to the districts at the time of fulfillment?	No longer applicable. See response to question # 43.
50	A.10.I - Will the State be submitting pre-coding information or will individual systems? Will all systems be precoding? What about the Private, State, and Home schools? When can the pre-code files be provided?	The State. Yes. Yes, they will be included. The files will be provided to the contractor by December 15th annually.
51	A.11.i - Does that state really want to spend money to place an inventory barcode on answer documents that do not have item information on them?	No longer applicable. See response to question # 43.
52	A.11.i - What hardware does the State have to capture inventory barcodes on machine scannable books? What hardware does the State have to capture inventory barcodes on non-scannable books or unused material? Does the State already have software reconcile the inventory of test books when they return?	No longer applicable. See response to question # 43.
53	Page E-5 - Student ID Labels: Can you please clarify what you are requesting regarding precoding of student answer documents. You first ask for a quantity of 1 label per student. Then you talk about the contractor placing these labels on the individual documents. In the second bullet you say "one for each answer document not precoded. You also talk about bulk shipment of materiel to the State.	Requirement rescinded.
54	E-7 State Data File <i>last bullet</i> : File must contain state and federal requirements. Please define which requirements that files must contain.	Data file must contain data in sufficient detail to facilitate computations necessary for state and federal accountability models.
55	When does the state need the, " software and hardware programs for scanning, editing, and exporting" to be available?	Minimum of 28 days prior to the first day of the testing window.
56	A.10.g: When exactly is the "beginning of each test administration?"	First testing date will be vendor determined based upon norming window of NRT.

	<b>TCAP Achievement Test</b>		
	<b><u>Question</u></b>		<b><u>Response</u></b>
57	Is the State open to explore with the Contractor ways that the "Not Tested" information could be incorporated on the standard answer document, instead of on a separate document?		As stated in A.7.d, the State is open to practical solutions; however, the State would prefer not to process, scan and score test booklets or multiple page answer documents in leu of a one page document.
58	A-1 The Contractor is required to complete the following project management tasks: Provision of program management task, provided as a written scope of work. Is this a separate deliverable to the State, or is it covered by the Operational Plan requested in A.3.d.1?		It is a separate deliverable.
59	Program Milestones What date will the state provide Calibration Samples to the contractor?		The state will provide calibration samples to the contractor when sufficient n-counts have been processed to support the calibration process. Approximately 12 - 15 k per grade are required. Calendar date will depend on the testing window to be determined by the vendor.
60	School Calendar What date is the state using as the end of the school year?		No single date is considered the "end of the school Year". End dates are system specific not state specific.



Electronic Practice Program		
	<u>Question</u>	<u>Response</u>
1	Level II - Educator Access. The options available..."Build a practice test by Accomplishments..." Our understanding of this statement is that the teacher will select items from the electronic item bank which are provided, and not that the teacher will author their own test items. Please confirm this interpretation.	Confirmation of your understanding is provided.
2	Is the system expected to have additional items banked for remediation purposes or is the link connected to the items delivered within the practice test? This is a request to clarify the last statement "...and link to remediation concepts and practice items".	The five year contract will provide additional items which may be used for remediation. In addition, teachers will have access to items at earlier grade levels which may be used for remediation. No additional items specifically for remediation are required.
3	SECTION 9- Electronic Practice Program Please clarify the different usage of "Levels" in Section 9. A.1.g and Section 9.A.1.1 second paragraph. (Section 9.A.1.g & 9.A.1.1, contradict each other in terms of whether students have access.) Are there two intents of "levels": one referring to access; and another to achievement, or difficulty levels, that students pass-through to practice with different test formats? <i>Section 9.A.1.g "...three (3) access levels of the Electronic Practice Program." It further lists that "Level II is for <u>Teachers only</u> and is the most protected level."</i> <i>Section 9.A.1. (Second Paragraph, 3rd sentence) "...For practice tests at Level II, the teacher <u>and</u> students should be provided the opportunity to gain explanations to correct...."</i>	Level II is for teachers only. At this level, the teacher would have to share explanations. Students would not have direct access.
4	Section 9-A.1.b (1st bullet p.45) What are the expected total number of items expected in the Electronic Practice Program, beyond the single item-match minimum? <i>SECTION 9-A.1.b (1st bullet p.45) "Each accomplishment for grades K-8 in Reading, ...should have a minimum of one practice item"</i>	By the end of the 5 year contract, teachers must be provided <u>at least</u> 2 items per accomplishment (for those accomplishments for which a paper/pencil assessment is possible).
5	A.1.b, bullet 8 states 20% items new items are added each year. Will items expire at a matching rate? Are there established rules for item expiration?	No. No.

Electronic Practice Program		
	<u>Question</u>	<u>Response</u>
6	<p>A.1.g -Levels I and II - refer to creation of practice tests.</p> <p>What is the mechanism or criteria for users to create tests from the pool of items (e.g. select specific items, random selection of items)?</p> <p>Is it expected that ordering of items within practice forms to be a system or user driven process?</p> <p>Is there expectation for tracking item exposure?</p>	<p>Items will be selected by accomplishment.</p> <p>The design of practice tests is <u>user</u> driven.</p> <p>No.</p>
7	<p>A.1.e refers to Web-enabled and CD delivery in August, 2003. A.1.h uses the term "initially" in reference to the availability of the technology. This appears to be a contradiction. Could you please clarify?</p>	<p>The intent of EPP is to provide a web-enabled system which can be downloaded to a CD per grade level and content area. The CD is intended for home or classroom computers lacking either a web connection or high speed accessibility. With this in mind, the State will entertain proposals which will provide these uses.</p>
8	<p>A.1.j refers to technology requirements for Windows and Macintosh users. The browser versions are not the same between operating systems. Is Netscape version 4.75 a minimum requirement for Macintosh users?</p> <p>Netscape version 4.75 is no longer officially supported by the manufacturer. Would the State be open to changing these minimum requirements depending on the preferred solution?</p> <p>Would the State consider other technologies in the preferred solution?</p>	<p>Netscape 4.75 is also a minimum requirement for Macintosh users. While Netscape 4.75 may no longer be supported, it is still available from their website for use on older pc's and Macs.</p> <p>The State is not open to changing these minimum end user requirements. The technology used to develop the EPP is a choice of the vendor but the EPP must be deliverable via the Internet to the defined minimum end user system.</p>
9	<p>A.1.g refers to building tests for Levels I and II administration. Can level 1 or level 2 tests be built offline from a CD?</p>	<p>Yes</p>
10	<p>A.1.i refers to networked and stand-alone workstations, as well as using an industry standard Web-browser. Could you please differentiate between networked and stand-alone workstations and how a stand-alone workstation is envisioned to run in a web-enabled solution?</p>	<p>See #7.</p>
11	<p>A.1.n states that the contractor is responsible for technical support, including access, access compatibility problems, and any upgrades necessary. Is it understood that this technical support is only in reference to the vendor's product (e.g. does not include operating system, hardware, or local issues)?</p>	<p>Correct assumption.</p>

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
12	A.1.g refers to Level II as being "the most protected level." It is understood that protection of student responses and results is critical. Are there specific security requirements? What is meant by maximum security?	The State would assume this would be a password protected level. However, the State will entertain solutions which provide assurance that this level can be accessed only by administrators and/or educators at the local level.
13	A.1.j refer to a standalone version via CD ROM. What is the expectation for posting responses back to the online system from a stand alone workstation?	There is no expectation of posting back to the online system.
14	A.1.j refers to minimum system requirements. There is no definition of operating system. What are the minimum requirements for operating systems (Windows and Macintosh), hardware (Monitor, RAM, mouse, keyboard), network (transmittal speed, bandwidth), firewall (security and communications), Proxy servers?	The minimum hardware and operating system requirements for Windows users are a Pentium II with Windows 95. The minimum hardware and operating system requirements for Macintosh users are a G3 with OS 8.6. The available bandwidth at the school sites will typically be 1.544 Mbps (T1). A firewall should not be an issue because all sites where this will be utilized are currently sending and receiving Internet traffic on the standard secure and non-secure ports.
15	A.1.o refers to a 10 to 50 thousand concurrency. What is the potential user-base of the system (e.g., total number of users by teacher and student)?	The range is the anticipated use based on states with similar systems. Please note, this should be without a mirror server.
16	A.1.i refers to the proposed graphical interface. If the preferred solution already has a graphical interface, what is the expectation for the ability to revise and update said interface?	Revision of an existing interface is not anticipated.
17	A.1.e refers to a CD component. Are tests created from the CD expected to be shared via a network or internet interface?	No
18	A.1.g Level III states the system is to provide web-capabilities for demonstration and assistance. Could you please clarify assistance?	This assistance would be for professional development and could include a tutorial or samples of assessments.
19	A.1.g Level II refers to Correct missed test items to remedial practice items. Could you please clarify this statement?	The explanations for missed items will be a type of remediation.

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
20	<p>Section 9-A.1: The RFP requests K-8 content in reading, language, math, science and social studies.</p> <p>a. Is the intent to provide an EPP for grades K-2 or primarily for use by students in 3-8?</p> <p>b. Is the intent for monitoring progress to provide a system, which will actually demonstrate progress, made on state standards measured at several intervals throughout the school year?</p> <p>c. Is the intent for a CD-ROM based version to have the entire application along with the entire item bank available via CD? Additionally, who will be responsible for providing to end-users and how many copies will need to be produced each year?</p>	<p>a. The intent of EPP is to provide diagnostic classroom-based assessment aligned to TN standards at each grade level <u>K-8</u>.</p> <p>b. The "intent for monitoring progress" is accurate.</p> <p>c. The CD ROM based version would be provided per grade level per content area with the capability of burning additional CDs for remediation. The State expects the vendor to provide one boxed set of K-8 CDs per system per year.</p>
21	<p>Section 9.A.1.a: The state maintains approval rights for items and EPP design.</p> <p>a. Is it the intent of the state to review and approve every test items or a sampling of items?</p>	The State anticipates approving every item.
22	<p>Section 9.A.1.b: EPP Design</p> <p>a. How should proposers delineate the extent to which each grade accomplishment is assessed (i.e: what format or rule should be used)?</p>	If an accomplishment is also identified as a state performance indicator (spi), the State requires that at least one item be in a multiple choice format for TCAP/ACH practice. Multiple items for these accomplishments are preferred. The State expects the constructed and extended response items to be aligned with NAEP standards whenever possible. This alignment notation should be provided with these items as they are submitted for State approval.
23	<p>Section 9.A.1.b: EPP Design.</p> <p>b. In indicated the basis of scores estimated from the practice test forms, is it the intent to provide a practice test which produces scoring in the same manner in which the actual state test results are provided? If so, is it acceptable to propose validation studies following implementation to conform since proposers only submitting bids for the EPP will not have access to the actual state test being developed?</p>	No.
24	<p>Section 9.A.1.b: EPP Design.</p> <p>c. Is the span of difficulty required by a set of items required to be provided prior to implementation or documented and provided following initial usage by Tennessee schools?</p>	The span of difficulty should match the levels presented by the accomplishments.

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
25	Section 9.A.1.b: EPP Design. d. The minimum of one practice item for each accomplishment must be available by what date? Is it possible to launch the program with broader content in some grade levels while other content is being developed to meet some areas not currently available by the vendor?	All accomplishments which also appear as state performance indicators presented by a multiple choice format must be available by August 31. Accomplishments assessed using constructed or extended response can be launched October 15.
26	Section 9.A.1.b: EPP Design. e. Is the 20% annual item replenishment rule based upon a starting point of 1 item per accomplishment (i.e: If the program starts with 3 items per accomplishment is it natural to assume the 20% replenishment would apply on the basis of 1 item as a starting point rather than 20% above the 3)?	The required items may be launched ahead of schedule. The 5-year expectation may be met at any time during the contract period; however, the annual billing must be based on the 20% addition for the length of the contract.
27	Section 9.A.1.b: EPP Design. f. Items which are not statistically sufficient for TCAP but approved for the EPP; whose responsibility is it to load those items (the state's or the EPP vendor)? If it is the EPP vendor, what format will the state provide those items to the EPP vendor in?	See #22. The format (otherwise) is left to the EPP vendor.
28	Section 9.A.1.c: Item Alignment Diagrams a. Are the item alignment diagrams to be provided for each item or each set of items or should it be provided by reporting category and provide an indicator as to the number of items available? (is there an example of the alignment diagram to follow?)	The item alignment is by accomplishment. See #22. No.
29	Section 9.A.1.c: Item Alignment Diagrams b. Will the state provide access to the EPP vendor to sample items being developed by TCAP developer?	With the exception of Year 1, the EPP vendor will have access to the TCAP/ACH sample items.
30	Section 9.A.1.f: a. Is it the intent for the system to provide student and class results by item difficulty levels? Is the state requesting a Criterion Reference Assessment program or a Computer Adaptive Assessment program?	No. Computer Adaptive.

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
31	<p>Section 9.A.1.f:</p> <p>b. The RFP requires the results to "indicate the anticipated measurement quality for those scores with respect to reliability and validity." Does this mean that scores from the practice test should predict performance on TCAP and if so, then is it acceptable to collect this data after use of the system to determine the reliability and validity? If so, is the state willing to provide the necessary data from actual state test results for analysis against the EPP results and will they also make a mandatory requirement that the EPP be used by a sample population to prove this?</p>	The EPP is intended for diagnostic purposes only. Test data will not be necessary.
32	<p>Section 9.A.1.g: Three levels of access.</p> <p>a. Level one access, which requires access for parents; does not specify what type of access is desired for parents. Should proposers assume that parent access should be for the purpose of reviewing student results only?</p>	No. Level one is for equal access by parents, teachers and students.
33	<p>Section 9.A.1.g: Three levels of access.</p> <p>b. How does the state envision explanations for each correct and incorrect response being provided and viewed by the student?</p>	Explanations should be related to content. The State expects sample responses for both constructed and extended response items.
34	<p>Section 9.A.1.g: Three levels of access.</p> <p>c. What type of support access is anticipated for the state administrative level?</p>	The State desires access to the administrative level. This will allow the State to provide the needed support to LEAs.
35	<p>Section 9.A.1.g: Three levels of access.</p> <p>d. In providing practice test formats in an item format similar to the TCAP, will there be allowance for modification of items past the August 2003 date to conform to the newly developed test OR will the EPP vendor be provided access to the item formats and types prior to completion of the new TCAP?</p>	See #29. Year 1 item format assurance is provided by the state with the state's item approval.
36	<p>Section 9.A.1.g: Three levels of access.</p> <p>e. Under the Level I access for the Educator, Parent and Student in the EPP, what is meant by, "Allow for the development and use of test strategies for every type of verbal, math, science and social studies question?"</p> <p>Is a test taking strategy required for every item and also to be articulated as part of the question?</p>	<p>Strategies do not have to be articulated. The intent is for students to practice using varied item formats.</p> <p>No.</p>

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
37	Section 9.A.1.g: Three levels of access. f. Level I access in the EPP says: "allow for presentation of test forms in an item format similar to the TCAP/ACH test." Does this mean: Item Face Validity: The content must look and feel like a TCAP item? and/or "Test" Face Validity: All the items must be arranged in the test the way the TCAP looks, like a booklet format (multiple items on one page, etc.)?	Item Face Validity
38	Section 9.A.1.g: Three levels of access. g. Under Level II access for Educators, what is meant by the sorting of data and scores? What are the required sort formats?	Percent correct. Item-by-item analysis.
39	Section 9.A.1.h: Preferred web-enabled technology a. Could the state provide an example of what is meant by the terminology "preferred web-enabled technology?"	See #7 and #14
40	Section 9.A.1.h: Preferred web-enabled technology b. The RFP indicates that the EPP will be initially available via web-enabled technology, does this mean that a CD-ROM version could be developed at a later point following the August 2003 timeline?	The CD ROM version would be required by the Year 1 October 15 launch date (every subsequent year by August 31).
41	Section 9.1.j; Minimum system requirements for downloadable version of the EPP a. Are the minimum requirements meant for a workstation or server or both?	Workstation.
42	Section 9.1.j; Minimum system requirements for downloadable version of the EPP b. The minimum requirements do not include "Flash", does this indicate that programs, which require Flash, would not be accepted?	See #7 and #14. The State does not want to prohibit the inclusion of "flash;" however, the EPP vendor must provide the necessary assurance that "flash" will not negatively impact speed and/or efficiency.
43	Section 9.A.1.k: Is training for the EPP expected to occur at the individual school site?	The vendor will not be responsible for school-based professional development. See #68.

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
44	Section 9.A.1.l: a. What is meant by providing a grade equivalency score? Is the EPP expected to be adaptive in nature?	Grade equivalency is a reference to the link to the grade level accomplishments of each content area. The majority of Tennessee's standards have been developed with attention to a defined scope and sequence (particularly in K-8 mathematics and language arts and K-5 science). The vendor is expected to use the unique levels of accomplishments in the assignment of items to a particular grade level. (See also #2.)
45	Section 9.A.1.l: b. Can the explanations for the correct and incorrect responses be developed over time or must they all be in place by August 2003?	See #25.
46	Section 9.A.1.l: c. The RFP references links to remediation concepts, is the intent to provide the actual remediation or instruction content in addition to the practice items?	See #2.
47	Section 9.A.1.m: Will the state provide the designated % correct scores to indicate the achievement levels noted as below proficient, proficient and advanced?	See amendment to 9.A.1.m
48	Section 9.A.1.o: Does the response time of no greater than 60 seconds refer to downloading a test or to answering an individual question?	The response time refers to access to the website.
49	Section 9.C.3: The Payment Methodology provided appears to assume an upfront purchase with ongoing maintenance payments. Typically for web-based applications, payments are purchased on a subscription-basis. Is this an acceptable model for the EPP?	The State will operate EPP on a contracted amount, not on a subscription basis.
50	Has the state solicited input from the school districts in TN regarding current programs being used in districts for similar purposes? If so, which districts have been surveyed?	No, not necessary.
51	(p.17, 5.2.4.2a) b) Will the State have any preexisting items available to be used in the EPP, or must all these items be available from the new contractor or developed by the new contractor?	No pre-existing items are available.



<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
52	(p. 46, EPP) a. All of the items in the EPP must have been carefully aligned to the TN Curriculum Accomplishments, but must the items also have been field tested, scaled, and subjected to all of the reviews required of the TCAP items?	No.
53	(p. 46, EPP) b. Does the DOE wish that items used in Level II EPP <u>not</u> be used in Level I EPP (and vice versa)?	Yes.
54	(p. 46, EPP) c. Does the DOE desire a test authoring system that will allow each teacher to construct his or her own practice test from a menu of items, each time that a practice test is needed? Does the DOE <u>not</u> want the contractor to build a system in which there are predefined testlets or forms from which the teachers can choose?	Yes. No predefined tests are required; however, they would be accepted in addition to the teachers constructing their own test.
55	(p. 46, EPP) d. The RFP states that the EPP should be ready to use by 8/31/03. The RFP also states that each Accomplishment for grades K-8 in Reading, Language, Mathematics, Science, and Social Studies should have a minimum of one practice item. Therefore, does the DOE expect that this level of item coverage is the minimum acceptable level for the August 31st launch of the EPP system?	See #25.
56	In our Pre-Proposal Conference I understood that test items in the EPP Bank were not to be scaled. Would you provide a written explanation of A.1.I on page 47 (number at bottom missing) that refers to using a scale and reporting grade equivalency. Does "grade equivalency" refer to identifying each item as a third grade item, fourth grade item, etc?	Scaling is not expected. See #44.
57	At the pre-bid conference, the Department indicated that development and implementation of the EPP for K-2 is optional. Will you please confirm that this is acceptable?	The K-2 optionality was in reference to TCAP/ACH and has been amended. See Section 8. A.4. See #20.
58	Regarding section 3.14 of the RFP, Proposal of Alternate Services: As discussed at the pre-bid conference, will the Department please confirm that computer-based test systems with different specifications than those set forth in the RFP will <u>not</u> be considered non-responsible?	They will not be considered nonresponsive. See #7and #14.

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
59	Would the Department consider an extended "roll-out" of either certain item types or numbers of items during the first year of the contract?	Yes. See #25.
60	Regarding A.1.l and A.1.m., Achievement Levels & Grade Equivalency scores: Are the items expected to be on the same scale as the operational TCAP-ACH test? If so, can the Department provide technical documentation regarding the scaling and standard setting procedures used?	No. See #24 and #44.
61	Regarding A.1.l: Would the Department consider a system that does not include grade equivalency scores?	Yes. See #44 and #38.
62	Does the Department require new items to be field-tested prior to being used on the EPP?	No.
63	Regarding A.1.b (pp.44-45), what are the State's expectations with regard to reliability and validity, i.e. "the anticipated measurement quality" of EPP scores? Please define what the State means with respect to the phrase "items should appropriately reflect performances of all students..." Do some sort of evaluative parameters or criteria currently exist?	See #20 and #37. Yes. The vendor should use the performance criteria specified in the performance indicators to guide item development. See <a href="http://www.state.tn.us/education/ci/cistandards.htm">www.state.tn.us/education/ci/cistandards.htm</a>
64	Regarding A.1.f (p.45), please clarify what is meant by "The contractor must include an appropriate measurement plan and model for the diagnostic responses provided by the EPP..."	This is a reference to the explanation of responses.
65	Regarding A.1.l (p. 47), what are the State's expectations with regard to reporting grade equivalency (GE) scores for the EPP? The measurement model to properly support GE scores would suggest that some type of underlying developmental (vertical) scale exists across all grades for the EPP. Is this the State's intention?	See #44. There is no expectation of vertical scaling. There is, however, an expectation of attention to the "spiraling" difficulty evident in the standards from one grade level to another. No.
66	Regarding A.1.m (p.47), what are the State's expectations with regard to including achievement level information in EPP reports? Will the EPP assessments be linked to the TCAP in order to accomplish this? Will some sort of standard setting be conducted in conjunction with EPP assessments in order to attach achievement level information relative to student performance on score reports?	See #24.

<b>Electronic Practice Program</b>		
	<b><u>Question</u></b>	<b><u>Response</u></b>
67	Regarding the EPP, what hours do technical support need to be available for Tennessee teachers?	The EPP vendor should respond to LEAs within 24 hours.
68	Does Tennessee desire an annual training program for the teachers on the EPP?	The State requires eight regional training sessions - one session for each of the seven Tennessee regional offices and one for the State staff -for Year 1. In subsequent years, four sessions are required - one for each grand division of the state and one for State staff. The State also requires duplication rights for all training materials. State staff can then provide additional training as needed or requested.
69	EPP page 47 A.1.i states EPP scores will include the number and percent correct, and <u>grade equivalency scores, achievement levels</u> . Question: Since the state is not requesting pre-designed tests how are we to provide specific achievement levels? Please clarify.	See #44 and #24.
70	Regarding EPP Levels I and II; A.1.g; pages 43-44: Question: Do you expect that the delivery of the item bank will contain items only, or will it include test forms pre-selected and/or created by the vendor?	See #54.
71	Please clarify the desired format of the required item alignment chart for aligning EPP items to the Tennessee Accomplishments. Is it the same as the TCAP item alignment chart in Attachment C2?"	The item alignment chart should be by accomplishment (C1), which is broader than the TCAP Achievement Alignment Chart (C2). See #24 and #22.
72	C-1: Does the state expect that a match for the items for the EPP to the Accomplishments will follow the same format as the Attachment C for the Item Alignment Verification Chart? Is the information on the Cognitive Demand, themes and graphs also needed?	See #71.
73	Section 9.A.1.e: The EPP web-delivery system details are to be developed in consultation with the contractor and state. Does this indicate that the cost provided by the proposer could be subject to modification based upon requests for additional customizations required by the state department?	No. The state does not anticipate additional customizations for the web-delivery system.

<b>General</b>		
	<b><u>Questions</u></b>	<b><u>Response</u></b>
1	There are two model contracts that are included in the RFP. Are these required to be signed and in the proposal or are these completed upon contract award? Are we required to respond to the requirements in the contract and, if so, how do we label these in our proposal?	The two model contracts will be signed after the contract is awarded as detailed in section 2, event 12, of the Schedule of Events. There are no specific requirements in either pro forma contract that requires a response from the proposers. All requirements are specified in the RFP.
2	What documentation is required of subcontractors in relation to 5.2.1, 5.2.2 and 5.2.3?	5.2.1 - See section 5.2.1.5 for requirement. 5.2.2 - There is no requirement for subcontractors in this section. 5.2.3 - See section 5.2.3.9 for possible subcontractor requirement.
3	<b>Question on Proposal layout:</b> Can resumes for project personnel be included in a separate appendix at the back of the proposal or should they be included in section 5.2.3.14?	Resumes can be referenced as a separate appendix at the back of the proposal.
4	We request that paragraph 5.2.5.1.1 (a) be modified to allow for the audited financial statements and US SEC filings of our parent company, which are in British pounds and in accordance with US GAAP. Our annual report provides financial highlights such as corporate operating measures, operating reviews, and financial reviews that are provided in both US and British currency.	We require audited financial statements of the proposer who would be a party to the contract. The monetary amounts should be detailed in United States currency.
5	Will the State consider negotiation of alternative language for Section E.7?	Yes
6	Will the TCAP and the EPP be awarded as separate contracts?	Yes
7	Can bidders submit a proposal for only one part of the RFP? TCAP only? EPP only?	Yes

8	<p>(p. 10) Please clarify the time period and conditions under which proposals will be opened for public inspection.</p> <p>Are contractors included in the designation "public," i.e., will all contents of all proposals be available for inspection by other contractors at some time and under some conditions?</p>	<p>The files shall be open for public inspection directly after the State sends a written evaluation notice to proposers - see event 12 of the Schedule of Events found in Section 2 of the RFP. As stated in section 3.22 of the RFP: "Upon the completion of the evaluation of proposals, indicated by public release of an Evaluation Notice, the proposals and associated materials shall be open for review by the public in accordance with Tennessee Code Annotated, Section 10-7-504(a)(7). By submitting a proposal, the Proposer acknowledges and accepts that the full contents of the proposal and associated documents shall become open to public inspection."</p> <p>Contractors are included in the designation "public."</p> <p>Secure test items will not be a part of full disclosure in accordance with T.C.A. § 49-6-6001</p>
9	<p>(p.5, RFP Schedule of Events) Will the DOE consider extending the 9:00am deadline for proposal submission on March 17, to the afternoon of March 17 between 2:00pm and 4:30pm? A 9:00am deadline on a Monday morning means that the effective deadline for proposals that are not hand-delivered is the close of business on the previous Friday.</p>	<p>The State has changed the 9:00am deadline to 3:00pm. See revised Schedule of Events in Amendment #2.</p>
10	<p>(p. 17, 5.2.4.2a) For both the TCAP/ACH and the EPP the RFP requires an alignment verification chart for grades 3, 5, and 8. Why are alignment verifications required at only these three grades since both the TCAP/ACH and the EPP require tests at all grades from Kindergarten-Grade 8?</p>	<p>These grades represent one grade from each grade cluster from the Curriculum Standards.</p>
11	<p>Regarding 5.2.3.6 (p.15), please describe the state's expectations relative to proposers' descriptions of their client bases.</p>	<p>The proposer should submit client base information that will enable the State to adequately evaluate the qualifications and experience of the proposer.</p>
12	<p>Does the State acknowledge that the Vendor will own all test items and test materials related to the NRT portion of the TCAP test, as well as its software/delivery systems for the EPP program?</p>	<p>Yes</p>
13	<p>Will the State protect proprietary materials, such as sample test books, under the Public Information Act so that these proprietary materials will not be disclosed?</p>	<p>Secure test items will not be a part of full disclosure in accordance with T.C.A. § 49-6-6001.</p>

Day = Calendar Day		See Attachment I: Liquidated Damages for Critical and Extremely Critical Activities				
C/EC	<u>Critical (C) and Extremely Critical (EC) Work Tasks (Subject to Change)</u>	<u>Deadlines for Activities/Products for the first test administration</u>	<u>Deadlines for Activities/Products for the second test administration</u>	<u>Deadlines for Activities/Products for the third test administration</u>	<u>Deadlines for Activities/Products for the fourth test administration</u>	<u>Deadlines for Activities/Products for the fifth test administration</u>
C	Deliver annual work schedule	15 days after Contract begin date	7/1/04	7/1/05	7/1/06	7/1/07
	Initial/Annual planning meeting	30 days after Contract begin date	7/15/04	7/12/05	7/12/06	7/15/07
C	Deliver Item alignment chart -NRT/CRT	30 days after Contract begin date	7/31/04	7/31/05	7/31/06	7/31/07
	Field Testing (if needed)	TBD	TBD	TBD	TBD	TBD
	Conduct field-test item development	TBD	TBD	TBD	TBD	TBD
C	Conduct item review (content, bias, psychometric)	TBD	07/31/04	07/31/05	07/31/06	07/31/07
C	Introductory Materials	08/01/03	N/A	N/A	N/A	N/A
EC	Test layout- test specs (item classifications, technical properties)	TBD	9/27/04	9/27/05	9/27/06	9/27/07
EC	Pretest material delivered to State	12/02/03	12/02/04	12/02/05	12/02/06	12/02/07
	Semi-Annual Accounting Report	12/31/03	12/31/04	12/31/05	12/31/06	12/31/07
EC	Test materials and ancillary materials delivered to State	12/31/03	12/31/04	12/31/05	12/31/06	12/31/07
	Deliver score report schedule	03/24/04	03/24/05	03/24/06	03/24/07	03/24/08
	<b>Achievement Test administered</b>					
		<b>TBD (March-April)</b>				
EC	Deliver all software and hardware programs for scanning, editing and exporting; Deliver Test Deck and QA decks to verify operation of programs	28 days prior to the first day of the testing window	28 days prior to the first day of the testing window	28 days prior to the first day of the testing window	28 days prior to the first day of the testing window	28 days prior to the first day of the testing window
EC	Sign-off on data verification for sample systems	10 days after calibration sample delivered to Contractor	10 days after calibration sample delivered to Contractor	10 days after calibration sample delivered to Contractor	10 days after calibration sample delivered to Contractor	10 days after calibration sample delivered to Contractor
EC	Begin print reports - Student Level Reports	5 days after sign-off on data	5 days after sign-off on data	5 days after sign-off on data	5 days after sign-off on data	5 days after sign-off on data
EC	Completion of student level print reports & delivery of Posttest material	7 days after Contractor receives completed process data from State	7 days after Contractor receives completed process data from State	7 days after Contractor receives completed process data from State	7 days after Contractor receives completed process data from State	7 days after Contractor receives completed process data from State
EC	Begin print reports -System/State Summaries	June 30, 2004	June 30, 2005	June 30, 2006	June 30, 2007	June 30, 2008
C	Final data files sent to State	July 7, 2004	July 7, 2005	July 7, 2006	July 7, 2007	July 7, 2008
	Semi-Annual Accounting Report	July 7, 2004	July 7, 2005	July 7, 2006	July 7, 2007	July 7, 2008
	<b>Annual negotiations for subsequent test administrations' deadlines shall be determined by the testing window calendar at the Annual planning meeting with a signed agreement in place by July 30th of each year.</b>					

- C.3. Payment Methodology. The Contractor shall be compensated based on the Service Rates herein for units of service authorized by the State in a total amount not to exceed the Contract Maximum Liability established in Section C.1. The Contractor's compensation shall be contingent upon the satisfactory completion of units of service or project milestones defined in Section A. The Contractor shall be compensated based upon the following Service Rates:

<b>Test Development and Content Alignment</b>	<b>Deliverables</b>						
	<b>5/1/03 – 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 – 6/30/08</b>	<b>7/1/08- 11/15/08</b>

CRT and NRT items (Standard Setting and Test Specs)	\$_____	\$_____	\$_____	\$_____	\$_____	\$_____	
CRT field-tested items (Alignment Chart)	\$_____	\$_____	\$_____	\$_____	\$_____	\$_____	

<b>Technical Development and Test Administration</b>	<b>Cost per Deliverable</b>						
	<b>5/1/03 – 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 – 6/30/08</b>	<b>7/1/08- 11/15/08</b>
Annual Work Schedule and Meeting	\$_____	\$_____	\$_____	\$_____)	\$_____		
Semi-Annual Accounting Report		\$_____	\$_____	\$_____	\$_____	\$_____	

<b>Materials (attachment E: Product Specifications)</b>	<b>Cost per Unit</b>						
	<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 – 6/30/08</b>	<b>7/1/08- 11/15/08</b>
Instructions for Training System Coordinators		Per set \$_____					
Instructions for Training School Coordinators		Per set \$_____					
Instructions for Training Test Administrators		Per set \$_____					
TCAP On-Line Item Sampler		\$_____		\$_____		\$_____	

		<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 - 6/30/08</b>	<b>7/1/08- 11/15/08</b>
	Understanding TCAP Test (Practice Test) Grade 3-8		Per pamphlet \$_____		Per pamphlet \$_____		Per pamphlet \$_____	
	Understanding TCAP Test Reports		Per pamphlet \$_____		Per pamphlet \$_____		Per pamphlet \$_____	
	Shelf Practice Test Grade 2		Per pamphlet \$_____	Per pamphlet \$_____	Per pamphlet \$_____	Per pamphlet \$_____	Per pamphlet \$_____	
	Test Administration Manual Grade 2		Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	
	Test Administration Manual Grade 3-8		Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	
	Testing Coordinators Manual		Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	
	Grade 2 Test Booklet		Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	
	Grade 3 Test Booklet		Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	
	Grade 4-8 Test		Per test \$_____	Per test \$_____	Per test \$_____	Per test \$_____	Per test \$_____	
	Grade 4-8 Answer Document		Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	
	Braille Test and Answer Document Grade 2		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Braille Test and Answer Document Grade 3-8		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Large Print Test and Answer Documents Grade 2		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Large Print Test and Answer Documents Grade 3-8		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Audio tape Version Grade 3-8		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Not Tested Document		Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	



		5/1/03-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05	7/1/05-6/30/06	7/1/06-6/30/07	7/1/07-6/30/08	7/1/08-11/15/08
	Technical Report			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	Report for Equating Procedures and Results			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	Test Administrator Comment Form		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	School/System Coordinator Comment Form		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	Student Checklist		Per checklist \$_____	Per checklist \$_____	Per checklist \$_____	Per checklist \$_____	Per checklist \$_____	
	Teacher Header		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	School Listings		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	Survey Questions		Per sheet \$_____	Per sheet \$_____	Per sheet \$_____	Per sheet \$_____	Per sheet \$_____	
	<b>Programming (Attachment A: Scope of Services)</b>	<b>Cost Per Deliverable</b>						
	Score Verification Data (Sec.A.8)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Reliability Assurances (Sec.A.8)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Software Programming (Sec.A.10)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Data File for Production (Sec. A.10)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Test Scoring Keys (Sec. A.10)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Calibration sample data (Sec. A.10.q)		\$_____	\$_____	\$_____	\$_____	\$_____	

	<b>Reporting (Attachment E: Product Specifications)</b>	<b>Cost Per Deliverable</b>						
		<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 - 6/30/08</b>	<b>7/1/08- 11/15/08</b>
	Shelf Student Level Reports Grade 2		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	School list of Student scores Grade 3-8		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	Individual Report Grade 3-8		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	Report Score Labels Grade 3-8		Per label \$_____	Per label \$_____	Per label \$_____	Per label \$_____	Per label \$_____	
	Shelf System/State Summary Reports Grade 2			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State list of system scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	System list of school scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Data File Grade 2			Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____
	State Data File Grade 3-8			Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____
	System Data File Grade 2		Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	
	System Data File Grade 3-8		Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	
	Aggregated Data File Grade 2		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	Aggregated Data File Grade 3-8		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	System Report of School Participation Rates Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Report of System Participation Rates Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____

		<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 - 6/30/08</b>	<b>7/1/08- 11/15/08</b>
	School Demographic Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	System Demographic Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Demographic Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____

**The following optional items are provided to the State at the Contractor's published list price less 15%.**

	<b>Optional</b>	<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 - 6/30/08</b>	<b>7/1/08- 11/15/08</b>
	Grade K Test Booklets, Practice test, and Administration Manual		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade 1 Test Booklets, Practice test, and Administration Manual		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade K Large Print Test and Answer Document		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade 1 Large Print Test and Answer Document		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade K Audio Tape Version		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade 1 Audio Tape Version		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade 2 Audio Tape Version		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade K Shelf Student Level Reports		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	

	Grade 1 Shelf Student Level Reports		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade K Shelf System/State Summary Report of Scores		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	
	Grade 1 Shelf System/State Summary Report of Scores		List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	List Price less 15%	

The Contractor shall submit monthly invoices, in form and substance acceptable to the State with all of the necessary supporting documentation, prior to any payment. Such invoices shall be submitted for completed units of service or project milestones for the amount stipulated.

**ATTACHMENT 10.2**

**TCAP ACHIEVEMENT TEST**

**COST PROPOSAL FORMAT**

**RFP # 331.11-008**

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**Proposer Name**

**NOTICE TO PROPOSER:**

**The Proposer shall indicate below the offered price for providing all services proposed including all services as defined in the *pro forma* contract Scope of Services of the subject RFP. This Cost Proposal must specifically record below the exact cost amount(s) proposed in the appropriate space(s) as required herein. Said cost proposed must incorporate all cost for the proposed scope of services for the total contract period.**

**The Cost Proposal shall detail only the cost proposed as required, and shall not detail any other rates, amounts, or information. It shall not detail any text that could be construed as a qualification of the cost proposed. If the Proposer fails to specify the Cost Proposal as required, the State shall determine the proposal to be nonresponsive and reject it.**

**The proposer must sign and date the Cost Proposal.**

Overview

This format is for the TCAP Achievement Test cost proposal Only. The Electronic Practice Program Cost Proposal must be submitted separately (see Attachment 10.3).

The TCAP Achievement Test Cost Proposal is organized into two sections: test development and content alignment and technical development and test administration.

**Please note that the State is not requesting costs for products that are optional. The optional products, if available, will be invoiced at the Contractor's current list price less 15% as stated in clause C.3 of the pro forma contract (Section 8).**



## Section 2. Technical Development and Test Administration

### Explanations

#### Line1 – Materials

*Explanation* – The term “Materials” encompasses all the material production tasks the Proposer’s company would provide to the State as defined in this RFP (Section 8, Attachment E: Product Specifications) including: test books (including licensing fee), test manuals, test directions, answer documents, etc.

#### Line 2 – Programming

*Explanation* – The term “Programming” encompasses all the programming tasks the Proposer’s company would provide to the State as defined in this RFP, including: scanning, report programming, scoring (scaling), equating, calibrating, data verification, and quality assurance.

#### Line 3 – Reporting

*Explanation* – The term “Reporting” ” encompasses all the reporting tasks the Proposer’s company would provide to the State as defined in this RFP, including: printing all student reports and shipping.

Technical Development and Test Administration	Cost per Deliverable						
	5/1/03 – 6/30/03	7/1/03- 6/30/04	7/1/04- 6/30/05	7/1/05- 6/30/06	7/1/06- 6/30/07	7/1/07 – 6/30/08	7/1/08- 11/15/08
Annual Work Schedule and Meeting	\$_____	\$_____	\$_____	\$_____)	\$_____		
Semi-Annual Accounting Report		\$_____	\$_____	\$_____	\$_____	\$_____	

#### Line

1. Materials (attachment E: Product Specifications)	Cost per Unit						
	5/1/03- 6/30/03	7/1/03- 6/30/04	7/1/04- 6/30/05	7/1/05- 6/30/06	7/1/06- 6/30/07	7/1/07 – 6/30/08	7/1/08- 11/15/08
Instructions for Training System Coordinators		Per set \$_____					
Instructions for Training School Coordinators		Per set \$_____					
Instructions for Training Test Administrators		Per set \$_____					
TCAP On-Line Item Sampler		\$_____		\$_____		\$_____	

		<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 – 6/30/08</b>	<b>7/1/08- 11/15/08</b>
	Understanding TCAP Test (Practice Test) Grade 3-8		Per pamphlet \$_____		Per pamphlet \$_____		Per pamphlet \$_____	
	Understanding TCAP Test Reports		Per pamphlet \$_____		Per pamphlet \$_____		Per pamphlet \$_____	
	Shelf Practice Test Grade 2		Per pamphlet \$_____	Per pamphlet \$_____	Per pamphlet \$_____	Per pamphlet \$_____	Per pamphlet \$_____	
	Test Administration Manual Grade 2		Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	
	Test Administration Manual Grade 3-8		Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	
	Testing Coordinators Manual		Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	Per manual \$_____	
	Grade 2 Test Booklet		Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	
	Grade 3 Test Booklet		Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	Per booklet \$_____	
	Grade 4-8 Test		Per test \$_____	Per test \$_____	Per test \$_____	Per test \$_____	Per test \$_____	
	Grade 4-8 Answer Document		Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	
	Braille Test and Answer Document Grade 2		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Braille Test and Answer Document Grade 3-8		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Large Print Test and Answer Documents Grade 2		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Large Print Test and Answer Documents Grade 3-8		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Audio tape Version Grade 3-8		Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	Per test & document \$_____	
	Not Tested Document		Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	Per document \$_____	



		5/1/03- 6/30/03	7/1/03- 6/30/04	7/1/04- 6/30/05	7/1/05- 6/30/06	7/1/06- 6/30/07	7/1/07 - 6/30/08	7/1/08- 11/15/08
	Technical Report			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	Report for Equating Procedures and Results			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	Test Administrator Comment Form		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	School/System Coordinator Comment Form		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	Student Checklist		Per checklist \$_____	Per checklist \$_____	Per checklist \$_____	Per checklist \$_____	Per checklist \$_____	
	Teacher Header		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	School Listings		Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	Per form \$_____	
	Survey Questions		Per sheet \$_____	Per sheet \$_____	Per sheet \$_____	Per sheet \$_____	Per sheet \$_____	
2	<b>Programming (Attachment A: Scope of Services)</b>	<b>Cost Per Deliverable</b>						
	Score Verification Data (Sec.A.8)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Reliability Assurances (Sec.A.8)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Software Programming (Sec.A.10)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Data File for Production (Sec. A.10)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Test Scoring Keys (Sec. A.10)		\$_____	\$_____	\$_____	\$_____	\$_____	
	Calibration sample data (Sec. A.10.q)		\$_____	\$_____	\$_____	\$_____	\$_____	

3	Reporting (Attachment E: Product Specifications)	Cost Per Deliverable						
		5/1/03- 6/30/03	7/1/03- 6/30/04	7/1/04- 6/30/05	7/1/05- 6/30/06	7/1/06- 6/30/07	7/1/07 - 6/30/08	7/1/08- 11/15/08
	Shelf Student Level Reports Grade 2		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	School list of Student scores Grade 3-8		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	Individual Report Grade 3-8		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	Report Score Labels Grade 3-8		Per label \$_____	Per label \$_____	Per label \$_____	Per label \$_____	Per label \$_____	
	Shelf System/State Summary Reports Grade 2			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State list of system scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	System list of school scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Data File Grade 2			Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____
	State Data File Grade 3-8			Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____	Per file \$_____
	System Data File Grade 2		Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	
	System Data File Grade 3-8		Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	Per data file \$_____	
	Aggregated Data File Grade 2		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	Aggregated Data File Grade 3-8		Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	
	System Report of School Participation Rates Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Report of System Participation Rates Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____

		<b>5/1/03- 6/30/03</b>	<b>7/1/03- 6/30/04</b>	<b>7/1/04- 6/30/05</b>	<b>7/1/05- 6/30/06</b>	<b>7/1/06- 6/30/07</b>	<b>7/1/07 – 6/30/08</b>	<b>7/1/08- 11/15/08</b>
	School Demographic Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	System Demographic Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____
	State Demographic Report of Scores Grade 3-8			Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____	Per report \$_____

The proposed cost and the submitted technical proposal associated with this cost shall remain valid for at least one hundred twenty (120) days subsequent to the date of the Cost Proposal opening and thereafter in accordance with any resulting contract between the Proposer and the State.

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**Proposer Signature**

**ATTACHMENT 10.4  
TCAP ACHIEVEMENT TEST**

**TECHNICAL PROPOSAL EVALUATION FORMAT  
RFP # 331.11-008**

**GENERAL PROPOSER QUALIFICATIONS AND EXPERIENCE**

<b>RFP Sect.</b>	<b>General Proposer Qualifications and Experience Maximum Points: 25 Points</b>	<b>Score</b>
5.2.3.1	Proposer's credentials to deliver the services sought.	<hr/> <p style="text-align: center;">Evaluator's Score</p>
5.2.3.2	Proposer's background and organizational history.	
5.2.3.3	Proposer's years in business.	
5.2.3.4	How long has Proposer been performing the services required by this RFP?	
5.2.3.5	Location of offices.	
5.2.3.6	Proposer's organization in terms of number of employees, longevity, and client base	
5.2.3.7	Whether there have been mergers, acquisitions, or sales of Proposer's company	
5.2.3.9	Litigation history of the Proposer or its employees with regard to felonies	
5.2.3.10	Statement regarding pending litigation and, if necessary, an opinion of counsel regarding potential for litigation to impair performance	
5.2.3.11	Whether the Proposer has filed any bankruptcy or insolvency proceeding for the benefit of creditors	
5.2.3.12	Organizational chart	
5.2.3.13	Narrative description of proposed project team and organizational structure	
5.2.3.14	Personnel roster and resumes of key people assigned to project	
5.2.3.15, items a through c	Thoroughness of the descriptions of referenced projects	
"	The similarity of the types of services provided to those required for TCAP?	
"	Indications that the Contractor has successfully managed projects of similar size and scope to that expected for TCAP	
"	References – Overall satisfaction with the Contractor	
"	References – Overall satisfaction with the Contractor's project team	
"	References – Considering the completed projects, were they in compliance with the terms of the contract? Considering the currently serviced projects, are they currently in compliance with the terms of the contract?	
"	References – Considering the completed projects, were they completed on schedule and within budget? Considering the currently serviced projects, are they currently on schedule and within budget?	
"	References – For the completed projects, rate the customer's satisfaction with the resulting product.	
5.2.3.16	Current contractual relationships with the State	

**TECHNICAL APPROACH - TCAP ACHIEVEMENT TEST**

<b>RFP Sect.</b>	<b>Project Understanding</b> <b>Maximum Points: 5 Points</b>	<b>Score</b>
5.2.4.1	Proposer's comprehensive narrative, captioned "Project Understanding," that illustrates the vendor's understanding of the State's requirements and project schedule	<hr/> Evaluator's Score

<b>RFP Sect.</b>	<b>Project Approach</b> <b>Maximum Points: (30 Points)</b>	<b>Score</b>
5.2.4.2	Proposer's comprehensive narrative, captioned "Project Approach," that illustrates how the Proposer will complete the scope of services, accomplish required objectives, and meet the State's project schedule.  Rate the quality and thoroughness of the Proposer's response. <b>Maximum 5 Points</b>	<b>Evaluator's Score</b> <hr/>
5.2.4.2.a	Proposer's item alignment verification chart details quality item match from Proposer's test item pool with Tennessee's performance indicators. <b>Maximum 7 Points</b>	<hr/>
5.2.4.2.b(1)	Proposer's samples of test material including administration and technical manuals and score reports. <b>Maximum 3 Points</b>	<hr/>
5.2.4.2.b(2)	Proposer provides the State with a detailed client/server architecture illustrating a seamless transition between the State's current computing configuration to the Contractor's architecture. <b>Maximum 3 Points</b>	<hr/>
5.2.4.2.b(3)	Proposer's method of scaling and equating form-to-form multiple-choice items on a linear scale using Item Response Theory (IRT) methodology supports the Tennessee Value-Added Assessment for each content area tested. To that end the scale scores for each subtest must have the same level of reliability over the entire range of the scales as was in the 1998 scales deployed for this purpose. <b>Maximum 7 Points</b>	<hr/>
5.2.4.2.b(4)	Proposer's design and implementation of a reporting system and method for providing results within the time constraints of the assessment schedule. <b>Maximum 5 Points</b>	<hr/>

RFP Sect.	Project Management Maximum Points: 5 Points	Score
5.2.4.3	Proposer's comprehensive narrative, captioned "Project Management," that illustrates how the Proposer will maintain quality of all operations, guarantee accuracy, manage all operations of the assessment, and conduct quality reviews of all process and products at designated times  Rate the quality and thoroughness of the Proposer's response.	<hr/> Evaluator's Score
Total Technical Proposal Score		

Proposer Name

Evaluator Date

**ATTACHMENT 10.6**

**COST PROPOSAL EVALUATION FORMAT – TCAP Achievement Test**

**RFP # 331.11-008**

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**Proposer Name**

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**RFP Coordinator**

**Date**

**PROPOSED COST FOR EVALUATION:**

Amounts are derived from the subject cost proposal.

Weights used for evaluation purposes are frequency estimates.

**Test Development and Content Alignment**

**CRT and NRT items (Standard Setting and Test Specs)**

5/1/03 – 6/30/03	\$ _____		
7/1/03 – 6/30/04	\$ _____		
7/1/04 – 6/30/05	\$ _____		
7/1/05 – 6/30/06	\$ _____		
7/1/06 – 6/30/07	\$ _____		
7/1/07 – 6/30/08	\$ _____	TOTAL	\$ _____

**CRT field-tested items (Alignment Chart)**

5/1/03 – 6/30/03	\$ _____		
7/1/03 – 6/30/04	\$ _____		
7/1/04 – 6/30/05	\$ _____		
7/1/05 – 6/30/06	\$ _____		
7/1/06 – 6/30/07	\$ _____		
7/1/07 – 6/30/08	\$ _____	TOTAL	\$ _____

**Technical Development and Test Administration**

**Annual Work Schedule and Meeting**

5/1/03 – 6/30/03	\$ _____		
7/1/03 – 6/30/04	\$ _____		
7/1/04 – 6/30/05	\$ _____		
7/1/05 – 6/30/06	\$ _____		
7/1/06 – 6/30/07	\$ _____	TOTAL	\$ _____

**Semi-Annual Accounting Report**

7/1/03 – 6/30/04	\$ _____		
7/1/04 – 6/30/05	\$ _____		
7/1/05 – 6/30/06	\$ _____		
7/1/06 – 6/30/07	\$ _____		
7/1/07 – 6/30/08	\$ _____	TOTAL	\$ _____

## Materials (Attachment E: Product Specifications)

Instructions for Training System Coordinators	\$ _____ ea.	X	1	=	\$ _____
Instructions for Training School Coordinators	\$ _____ ea.	X	200	=	\$ _____
Instructions for Training Test Administrators	\$ _____ ea.	X	400	=	\$ _____

### TCAP On-Line Item Sampler

7/1/03 - 6/30/04	\$ _____				
7/1/05 - 6/30/06	\$ _____				
7/1/07 - 6/30/08	\$ _____				
			TOTAL		\$ _____

### Understanding TCAP Test (Practice Test) Grade 3-8

7/1/03 - 6/30/04	\$ _____ ea.	X	1,188,590	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1,310,419	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	704,749	=	\$ _____

### Understanding TCAP Test Reports

7/1/03 - 6/30/04	\$ _____ ea.	X	1,188,590	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1,310,419	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	704,749	=	\$ _____

### Shelf Practice Test Grade 2

7/1/03 - 6/30/04	\$ _____ ea.	X	77,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	81,690	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	85,774	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	90,063	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	94,566	=	\$ _____

### Test Administration Manual Grade 2

7/1/03 - 6/30/04	\$ _____ ea.	X	5,200	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	5,460	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	5,733	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	6,020	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	6,321	=	\$ _____

### Test Administration Manual Grade 3-8

7/1/03 - 6/30/04	\$ _____ ea.	X	26,000	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	27,300	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	28,665	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	30,098	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	31,603	=	\$ _____

### Testing Coordinators Manual

7/1/03 - 6/30/04	\$ _____ ea.	X	500	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	500	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	500	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	500	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	500	=	\$ _____

### Grade 2 Test Booklet

7/1/03 - 6/30/04	\$ _____ ea.	X	77,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	81,690	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	85,774	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	90,063	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	94,566	=	\$ _____

### Grade 3 Test Booklet

7/1/03 - 6/30/04	\$ _____ ea.	X	77,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	81,690	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	85,774	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	90,063	=	\$ _____



7/1/07 - 6/30/08	\$_____ea.	X	94,566	=	\$_____
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#### Grade 4-8 Test

7/1/03 - 6/30/04	\$_____ea.	X	387,100	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	406,455	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	426,777	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	448,116	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	470,522	=	\$_____

#### Grade 4-8 Answer Document

7/1/03 - 6/30/04	\$_____ea.	X	387,100	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	406,455	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	426,777	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	448,116	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	470,522	=	\$_____

#### Braille Test and Answer Document Grade 2

7/1/03 - 6/30/04	\$_____ea.	X	20	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	21	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	22	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	23	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	24	=	\$_____

#### Braille Test and Answer Document – Grade 3-8

7/1/03 - 6/30/04	\$_____ea.	X	210	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	220	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	232	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	243	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	255	=	\$_____

#### Large Print Test and Answer Documents – Grade 2

7/1/03 - 6/30/04	\$_____ea.	X	165	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	173	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	182	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	191	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	200	=	\$_____

#### Large Print Test and Answer Documents – Grade 3-8

7/1/03 - 6/30/04	\$_____ea.	X	1,000	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	1,050	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	1,102	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	1,157	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	1,215	=	\$_____

#### Audio tape Version – Grade 3-8

7/1/03 - 6/30/04	\$_____ea.	X	4,100	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	4,305	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	4,520	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	4,746	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	4,984	=	\$_____

#### Not Tested Document

7/1/03 - 6/30/04	\$_____ea.	X	100,000	=	\$_____
7/1/04 - 6/30/05	\$_____ea.	X	100,000	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	100,000	=	\$_____
7/1/06 - 6/30/07	\$_____ea.	X	100,000	=	\$_____
7/1/07 - 6/30/08	\$_____ea.	X	100,000	=	\$_____

#### Technical Report

7/1/04 - 6/30/05	\$_____ea.	X	10	=	\$_____
7/1/05 - 6/30/06	\$_____ea.	X	10	=	\$_____

7/1/06 - 6/30/07	\$ _____ ea.	X	10	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	10	=	\$ _____
7/1/08 - 11/15/08	\$ _____ ea.	X	10	=	\$ _____

#### Report for Equating Procedures and Results

7/1/04 - 6/30/05	\$ _____ ea.	X	1	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1	=	\$ _____
7/1/08 - 11/15/08	\$ _____ ea.	X	1	=	\$ _____

#### Test Administrator Comment Form

7/1/03 - 6/30/04	\$ _____ ea.	X	30,000	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	30,000	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	30,000	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	30,000	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	30,000	=	\$ _____

#### School/System Coordinator Comment Form

7/1/03 - 6/30/04	\$ _____ ea.	X	1,600	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	1,600	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1,600	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1,600	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1,600	=	\$ _____

#### Student Checklist

7/1/03 - 6/30/04	\$ _____ ea.	X	30,000	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	30,000	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	30,000	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	30,000	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	30,000	=	\$ _____

#### Teacher Header

7/1/03 - 6/30/04	\$ _____ ea.	X	30,000	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	30,000	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	30,000	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	30,000	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	30,000	=	\$ _____

#### School Listings

7/1/03 - 6/30/04	\$ _____ ea.	X	100,000	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	100,000	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	100,000	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	100,000	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	100,000	=	\$ _____

#### Survey Questions

7/1/03 - 6/30/04	\$ _____ ea.	X	464,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	488,040	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	512,442	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	538,064	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	564,967	=	\$ _____

### Programming (Attachment A: Scope of Services)

#### Score Verification Data (Sec.A.8)

7/1/03 - 6/30/04	\$ _____
7/1/04 - 6/30/05	\$ _____
7/1/05 - 6/30/06	\$ _____
7/1/06 - 6/30/07	\$ _____

7/1/07 - 6/30/08	\$ _____	TOTAL	\$ _____
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**Reliability Assurances (Sec.A.8)**

7/1/03 - 6/30/04	\$ _____		
7/1/04 - 6/30/05	\$ _____		
7/1/05 - 6/30/06	\$ _____		
7/1/06 - 6/30/07	\$ _____		
7/1/07 - 6/30/08	\$ _____	TOTAL	\$ _____

**Software Programming (Sec.A.10)**

7/1/03 - 6/30/04	\$ _____		
7/1/04 - 6/30/05	\$ _____		
7/1/05 - 6/30/06	\$ _____		
7/1/06 - 6/30/07	\$ _____		
7/1/07 - 6/30/08	\$ _____	TOTAL	\$ _____

**Data File for Production (Sec. A.10)**

7/1/03 - 6/30/04	\$ _____		
7/1/04 - 6/30/05	\$ _____		
7/1/05 - 6/30/06	\$ _____		
7/1/06 - 6/30/07	\$ _____		
7/1/07 - 6/30/08	\$ _____	TOTAL	\$ _____

**Test Scoring Keys (Sec. A.10)**

7/1/03 - 6/30/04	\$ _____		
7/1/04 - 6/30/05	\$ _____		
7/1/05 - 6/30/06	\$ _____		
7/1/06 - 6/30/07	\$ _____		
7/1/07 - 6/30/08	\$ _____	TOTAL	\$ _____

**Calibration sample data (Sec. A.10.q)**

7/1/03 - 6/30/04	\$ _____		
7/1/04 - 6/30/05	\$ _____		
7/1/05 - 6/30/06	\$ _____		
7/1/06 - 6/30/07	\$ _____		
7/1/07 - 6/30/08	\$ _____	TOTAL	\$ _____

**Reporting (Attachment E: Product Specifications)**

**Shelf Student Level Reports Grade 2**

7/1/03 - 6/30/04	\$ _____ ea.	X	77,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	81,690	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	85,774	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	90,063	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	94,566	=	\$ _____

**School list of Student scores Grade 3-8**

7/1/03 - 6/30/04	\$ _____ ea.	X	1,600	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	1,600	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1,600	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1,600	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1,600	=	\$ _____

**Individual Report Grade 3-8**

7/1/03 - 6/30/04	\$ _____ ea.	X	579,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	608,790	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	639,229	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	671,190	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	704,750	=	\$ _____

**Report Score Labels Grade 3-8**

7/1/03 - 6/30/04	\$ _____ ea.	X	579,800	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	608,790	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	639,229	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	671,190	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	704,750	=	\$ _____

**Shelf System/State Summary Reports Grade 2**

7/1/04 - 6/30/05	\$ _____ ea.	X	1,600	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1,600	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1,600	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1,600	=	\$ _____
7/1/08 -11/15/08	\$ _____ ea.	X	1,600	=	\$ _____

**State Report of Scores Grade 3-8**

7/1/04 - 6/30/05	\$ _____ ea.	X	1	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1	=	\$ _____
7/1/08 -11/15/08	\$ _____ ea.	X	1	=	\$ _____

**State list of system scores Grade 3-8**

7/1/04 - 6/30/05	\$ _____ ea.	X	1	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1	=	\$ _____
7/1/08 -11/15/08	\$ _____ ea.	X	1	=	\$ _____

**System list of school scores Grade 3-8**

7/1/04 - 6/30/05	\$ _____ ea.	X	1,600	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1,600	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1,600	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1,600	=	\$ _____
7/1/08 -11/15/08	\$ _____ ea.	X	1,600	=	\$ _____

**State Data File Grade 2**

7/1/04 - 6/30/05	\$ _____ ea.	X	1	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1	=	\$ _____
7/1/08 -11/15/08	\$ _____ ea.	X	1	=	\$ _____

**State Data File Grade 3-8**

7/1/04 - 6/30/05	\$ _____ ea.	X	1	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	1	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	1	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	1	=	\$ _____
7/1/08 -11/15/08	\$ _____ ea.	X	1	=	\$ _____

**System Data File Grade 2**

7/1/03 - 6/30/04	\$ _____ ea.	X	200	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	200	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	200	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	200	=	\$ _____
7/1/07 - 6/30/08	\$ _____ ea.	X	200	=	\$ _____

**System Data File Grade 3-8**

7/1/03 - 6/30/04	\$ _____ ea.	X	200	=	\$ _____
7/1/04 - 6/30/05	\$ _____ ea.	X	200	=	\$ _____
7/1/05 - 6/30/06	\$ _____ ea.	X	200	=	\$ _____
7/1/06 - 6/30/07	\$ _____ ea.	X	200	=	\$ _____

7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 200 = \$\_\_\_\_\_

**Aggregated Data File Grade 2**

7/1/03 - 6/30/04 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_

**Aggregated Data File Grade 3-8**

7/1/03 - 6/30/04 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_

**System Report of School Participation Rates Grade 3-8**

7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/08 -11/15/08 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_

**State Report of System Participation Rates Grade 3-8**

7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/08 -11/15/08 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_

**School Demographic Report of Scores Grade 3-8**

7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_  
7/1/08 -11/15/08 \$\_\_\_\_\_ea. X 1,600 = \$\_\_\_\_\_

**System Demographic Report of Scores Grade 3-8**

7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_  
7/1/08 -11/15/08 \$\_\_\_\_\_ea. X 500 = \$\_\_\_\_\_

**State Demographic Report of Scores Grade 3-8**

7/1/04 - 6/30/05 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/05 - 6/30/06 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/06 - 6/30/07 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/07 - 6/30/08 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_  
7/1/08 -11/15/08 \$\_\_\_\_\_ea. X 1 = \$\_\_\_\_\_

**Total Weighted Cost for Evaluation Purposes \$\_\_\_\_\_**

The RFP Coordinator shall use the proposed cost for evaluation amount derived from cost proposals and the following formula to calculate the **SCORE** for the subject cost proposal (calculations shall result in numbers rounded to two decimal places).

$$\frac{\text{lowest proposed cost for evaluation}}{\text{proposed cost for evaluation being evaluated}} \times \text{maximum cost points} = \text{SCORE of cost proposal being evaluated}$$

1. Lowest total proposed cost amount from <u>all</u> proposals:	
2. The total proposed cost for <u>this</u> proposal:	
3. The amount calculated by dividing the amount in row #1 by the amount in row #2:	
4. The maximum number of points that shall be awarded for the Cost Proposal category:	35
5. <b>COST PROPOSAL SCORE</b> -- the product calculated by multiplying the amount in row #3 by the number in row #4:	

**ATTACHMENT E – TCAP ACHIEVEMENT TEST ONLY****PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS**

The following are critical tasks, which provide specifications for the expected products to be developed by the Contractor and sent to the State's Distribution Center. Some additional materials may be added as needed. The details regarding the distribution of each product are also included. Attachment E has two parts: Part I is a detailed listing of each product requirements and Part 2 provides the annual shipment and delivery dates.

**PART 1 - DESCRIPTION OF PRODUCTS**

Test products must be packaged as approved by the State and sent to the State's Distribution Center in (1) consistent package sizes of 5 and 25 within grade levels, (2) a standard, agreed upon packing order within packs, particularly of those tests or grades that require multiple books, and (3) a uniform pallet height to avoid pallet shifting during storage. Further, all Braille, Audio, and Large Print versions of the tests will arrive at the State's Distribution Center at the same time as the regular test materials.

**Introductory Publications**

The Contractor will produce introductory products by August 2003 for a one-time production. The State will expect the Contractor to conduct ten (10) introductory meetings in the following regions: Memphis (2), Jackson, Nashville (2), Cookeville, Knoxville (2), Johnson City, and Chattanooga at the Contractor's expense.

**Instructions for Training System Coordinators****Quantity: 1 set****Product ID: Introductory**

The instructions consist of an outline of key issues to be covered during system coordinator training with explanations accompanied by 30-50 full-color graphics depicting relevant items. The graphics will be provided to systems as overhead transparencies or PowerPoint files for Windows and Macintosh applications as requested by the State.

**Instructions for Training School Coordinators****Quantity: 200 sets****Product ID: Introductory**

Instructions and transparencies for system coordinators to train school coordinators. The instructions/script includes explanations and page number references to the test administration manual(s) to support the key points included on the transparencies.

- 8 1/2" x 11 " document, corner stapled, offset printed or photocopied one side only.
- 30-50 full color transparencies and/or presentation software.
- Black and white transparency masters of the color transparencies.
- Available in an electronic format that is accessible via the State's Internet.

**Instructions for Training Test Administrators****Quantity: 400****Product ID: Introductory**

The instructions consist of an outline of key issues to be covered during test administrator training and will be accompanied by graphics similar to those provided for training system coordinators. The graphics will be provided to schools as overhead transparency masters. The instructions/script includes explanations and page number references to the test administration manual(s) to support the key points included on the transparencies.

- 8 1/2" x 11" document corner stapled, offset printed or photocopied, one side only.
- 30-50 black and white transparency masters and/or presentation software.
- Available in an electronic format that is accessible via the State's Internet.

**2-Year Publications**

The Contractor will produce the following products by August 2003 and update the products by August 2005 and August 2007.

**TCAP On-Line Item Sampler for grades 3-8****Product ID: Pretest**

The Contractor is responsible for providing the electronic images of sample items for use in the document.

- Information for students, parents, and teachers about TCAP Achievement including sample items and explanations of item types.
- By Reporting Category by grade level and content area.
- Available in an electronic format that is accessible via the Internet.

Understanding TCAP Test (Practice Test)      Quantity: 1 per student for grades 3-8      Product ID: Pretest

A pamphlet that illustrates the type of questions that will be assessed by grade will be developed. This pamphlet will provide 10 test item samples (2 sample items per content area assessed per grade.) It also will contain information related to understanding the test and offer suggestions on ways to prepare for the test. This document will be distributed prior to each test administration.

- Includes thumbnails and samples of selected TCAP test items.
- Printed in 1 color of ink plus black (different color for each grade).
- Available in regular print, large print, Braille, and Audio.
- Developed for the purpose of providing test awareness for parents and students.
- 1 pamphlet per grade assessed -each containing 10 grade specific sample items

Understanding TCAP Test Reports (Report Interpretation Guide)      Quantity: 1 per student      Product ID: Posttest

A pamphlet that describes the report forms used for each administration of each assessment will be developed. This pamphlet will describe and provide examples of the various report forms distributed to students, schools, and districts. It also will contain supportive information related to interpreting the test results, for example, reporting categories assessed and definitions for technical assessment terms. This document will be distributed with the printed test scores.

- Includes thumbnails and larger images of selected TCAP reports.
- 45# white cavalier (recycled) paper or approved equivalent. Cover printed in 1 color of ink plus black.
- Inside text printed in black.

### Annual Publications

The Contractor will produce the following materials annually. The State expects the Contractor to meet the production and delivery timelines (Attachment D).

Practice Tests for Grades K and/or 1      Quantity: 1 per student, if available      Product ID: Testing

- Shelf practice tests will be provided by the Contractor, if the product is available. Product will be provided at list cost minus 15% per C3 Payment Methodology.

Practice Test for Grade 2      Quantity: 1 per student      Product ID: Testing

- Shelf practice tests will be provided by the Contractor.

Test Administration Manuals      Quantity: 1 per 25 students for grades 4-8      Product ID: Testing  
Quantity: 1 per 15 students for grade 2 & 3  
Quantity: 1 per 15 students for grade K-1 (if available)

This is provided to assist the actual test administrator during the testing session. Administration requirements for all grades assessed by TCAP Achievement will be included in the manual.

Manuals will contain instructions for administering each portion of the TCAP Achievement. They will include information about checking materials, planning testing schedule, organizing classroom, preparation of students, use of standardized testing procedures, administering practice activities, security of materials, completing the demographic portion of the answer documents, special conditions instructions, administration of the test, assembly of materials for return, and distribution of reports. This product will be available for downloading from the Internet on a secure site. Grade level and content area groupings of content and configuration of documents will be determined annually, and revisions will be made as necessary to reflect program changes.

- Thumbnail illustrations and explanatory diagrams are used extensively.
- 8 1/2" x 11" book(s), saddle-stitched or perfect bound.
- 50# white opaque cougar or approved equivalent paper for interior pages.
- 65# white text weave cover stock or approved equivalent cover stock.
- Interior pages printed in black.



- Selected interior pages printed in 1 color of ink plus black.
- Covers printed in 1 color of ink plus black.
- Available in an electronic format that is accessible via the State's Internet.

Testing Coordinators ManualQuantity: 500Product ID: Pretest

This is provided to assist each System Testing Coordinator in the administration of the TCAP/ACH. Included are instructions for planning and administering the tests and returning test materials. This product will be available for downloading from the Internet on a secure site.

Test Documents – General ConsiderationsQuantity: 1 per studentProduct ID: Testing

The following specifications apply to test documents for all grades unless otherwise indicated separately for each grade level document.

- Scannable book covers will include the student demographic grids and other special coding sections.
- Forms will be spiraled for random distribution.
- Shrink-wrapped in packs of 5 and 25. Quantities smaller than 25 are desirable and will be approved by the State when the document size makes lifting and packing difficult or hazardous.
- One test booklet per grade.
- Test books are 8 1/2" x 11", saddle stitched or bound.
- 60# white opaque cougar or approved equivalent paper will be used for answer documents and interior pages of test books.
- Covers printed in 1 color of ink plus black.
- Interior pages printed in 1 color, some with both scannable and non-scannable ink.
- Color coding or other identification marks are included on the spine of the documents to identify them when stacked.
- Both scannable and nonscannable test books include an outside seal for security

Grade K and/or 1 Test Booklet

- Shelf published NRT test/answer book (scannable), **if the product is available**.
- Provided at list cost minus 15% per C3 Payment Methodology.

Grade 2 Test Booklet

- Shelf published NRT test/answer book (scannable)

Grade 3 Test Booklet

- Customized form of the TCAP/ACH test/answer book (scannable).

Grade 4 Test and Answer Documents

- Customized form of the TCAP/ACH test book (nonscannable). A separate scannable answer document is to be included.

Grade 5 Test and Answer Documents

- Customized form of the TCAP/ACH test books (nonscannable). A separate scannable answer document is to be included.

Grade 6 Test and Answer Documents

- Customized form of the TCAP/ACH test book (nonscannable). A separate scannable answer document is to be included.

Grade 7 Test and Answer Documents

- Customized form of the TCAP/ACH test book (nonscannable). A separate scannable answer document is to be included.

Grade 8 Test and Answer Documents

- Customized form of the TCAP/ACH test book (nonscannable). A separate scannable answer document is to be included.

Braille Test and Answer Documents

Quantity: 20 (grade 2)  
35 (per each grade 3-8)

- 1 form of the shelf Braille test/answer booklet for grade 2. A separate scannable answer document to transfer student responses.
- Customized form of the TCAP/ACH test/answer booklet for grades 3-8 with a separate scannable answer document to transfer student responses.

Large Print Test and Answer Documents

Quantity: 25 (grade K-1)  
165 (per each grade 2-8)

- 1 form of the shelf large print test/answer booklet for grades K-1, **if available**. A separate scannable answer document to transfer student responses.
- 1 form of the shelf large print test/answer booklet for grade 2. A separate scannable answer document to transfer student responses.
- Customized form of the TCAP/ACH test/answer booklet for grades 3-8 with a separate scannable answer document to transfer student responses.

Audio tape Version

Quantity: 100 (grades K-1, if available)  
500 (grade 2, if available)  
660 (per each grade 3-8)

- 1 form of the TCAP/ACH ink print test/answer booklet for grades K- 2 in audio format, if available.
- Customized form of the TCAP/ACH ink test/answer booklet for grade 3 in audio format.
- Customized form of the TCAP/ACH test book for grades 4-8 with a separate scannable answer document.

Not Tested Document

Quantity: 100,000

Product ID: Testing

Developed by the Contractor to assist the State in accounting for the assessment status of all enrolled students. The purpose of the form is for schools to indicate which of their enrolled students did not take the required assessments and why. The form shall be like an answer document in that it will include similar demographic information as that included on the TCAP/ACH answer documents. It will also include an area of reasons for the exclusion of students from each component of the assessment, e.g., absence, withdrawal, exempt because of ELL or LEP status and the use of alternate assessments, medical, etc. The Contractor will provide a comprehensive result of this data collection effort, which will be the production of a data file containing the test results for all students, enrolled in the school and either scores or an indication of why students were not assessed.

- Scannable document that identifies all enrolled students who were not tested. Formatted similarly to other answer sheets and folders.
- 11" X 17" folded to produce up to four pages including front and back covers.
- Includes reasons students did not take each TCAP Achievement subtest (e.g., exempt, absent, or withdrawn) exemption status (ELL or LEP), and whether exempt students took an alternate assessment.
- This form can be developed for all grades and content areas or for grade level specific with color-coding that matches the other documents at each grade.

Technical Report

Quantity: 10

Product ID: Technical

The Contractor is responsible for developing and printing the technical report within six (6) months of the first live test administration and shall be revised annually thereafter, a copy of which shall be available within six (6) months of each successive test administration. Reports must be inclusive and comprehensive. The technical report should include, but is not limited to, information on:

- Purpose
- Test blueprint
- Test development

- Validity
- Reliability
- Accommodations and testing ELLs
- Security
- Administration
- Scoring, equating & scaling
- Setting performance standards
- Opportunity to learn
- Reporting
- Appropriate use & interpretation of test data
- Appendices should include related materials such as relevant state statutes, administration regulations, state standards, sample items, committee rating forms, state & system performance summaries by ethnic group, and other relevant information.

Report for Equating Procedures and ResultsProduct ID: Posttest

The Contractor is responsible for reporting year-to-year equating procedures to the State for approval. The State's value-added contractor will report on equating as well.

Test Specification (blue print, etc) for grades 3-8Product ID: Test Specs

## 1. Item Alignment Diagram

The following information must be in excel format:

- Item reference number
- Target grade
- Content area
- Reporting Category and Performance Indicator
- State curriculum alignment
- Norming date
- Item difficulty level (p-value)
- Administered to Tennessee students (yes/no)
- If yes, administration year
- Origination of item

**Special Forms and Other Materials.** Many additional forms and materials are needed to implement a large-scale assessment and accountability program smoothly. Some of the materials listed in this section will assist schools, systems, and the State implement quality procedures and will ensure the integrity of the data collected by the program. The State also uses special forms to evaluate the quality of the assessment program and its implementation annually.

Test Administrator Comment FormQuantity: 30,000Product ID: Posttest

- Machine-scannable form for test administrators with space for comments on the back.

School/System Coordinator Comment FormQuantity: 1,600Product ID: Posttest

- Machine-scannable form for test coordinators with space for comments on the back.

Student ChecklistQuantity: 30,000Product ID: Testing

- Checklist for Test Administrators to keep track of answer documents.

Teacher HeaderQuantity: 30,000Product ID: Testing

- Machine-scannable form to be completed for each type of answer documents (e.g. to separate class-level or special group results).
- Pre-coded with system and school numbers and names.

School Listings (School Count Form)Quantity: 100,000Product ID: Testing

The Contractor is responsible for printing and pre-coding school header or teacher header documents for processing and returning answer documents. This form indicates the number of each type of answer document returned per teacher/header per school. Also includes information related to participation rates (number enrolled, absent, exempt and administered alternate assessments, etc.).

Survey Questions

Quantity: 1 per student for Grades 3-8

Product ID: Testing

- Questionnaire sheet provided per student for collecting data such as to identify school enrollment to meet federal requirements.
- Surveys are specific to grade.
- Responses are recorded on student answer document identification page.

**Reports of Results- General Considerations.** The following requirements apply to scores for all grade levels unless otherwise indicated. The Contractor will develop and produce reports of the following types of information for each applicable administration.

- NRT scores (number correct, percent correct, Percentile rank, Grade Equivalent, Normal Curve Equivalent, Stanine, Scale scores)
- CRT scores (raw score, scale score, Percent correct, achievement levels (below proficient, proficient, advanced))

Achievement Test Reports

Product ID: Posttest

Reports for State, System, School, and Student. Each Summary report should be duplicated for distribution should the information not be available electronically. For the report of system and school scores, report forms should give administrators graphical information to evaluate the overall effectiveness of the educational program which includes: (1) comparison to the national norm group, and (2) comparison within the local program. Report forms should compare the percent of students with the national sample or curriculum standards in each of the three achievement levels so that instructional priorities can be established using this information along with other sources.

**STUDENT LEVEL REPORTS (GRADES K-2)**

Shelf Student Level Reports – Package for Grade 2 (and provided for Grades K and/or 1, if available)

**STUDENT LEVEL REPORTS (GRADES 3-8)**School List of Student Scores

- preprinted report forms (front and back) on which results for all students tested at the school are listed
- printed in one color plus black
- student name (sorted by grade/teacher) and their ID numbers are printed with the scores
- Summary scores for the school, system, and state are included on a report form
- Summary and individual scores by achievement level and content area must be included so that teachers and program administrators may compare all content areas for one level or all levels within one content area (sorted alphabetically by grade/teacher)
- report forms must provide the following norm referenced test results: National Percentiles, National Stanines, Normal Curve Equivalent, and Scale Scores. It also allows identification of a students strengths and weaknesses.

Individual Student Scores

- preprinted report forms (front and back) on which a student's scores are reported
- printed in one color plus black
- all student reports include the student name, ID numbers, scores, subscores, and explanatory information about the scores
- report forms must provide a comprehensive record of this student's achievement including an analysis of content standard mastery from the CRT and comparison scores from the NRT

Report of Student Score (Sticky Label)

- sorted by school/teacher with Student Roster

This report/label provides the following norm referenced test results for each student listed: National Percentiles, National Stanines, Normal Curve Equivalent, Scale Scores. It also allows identification of a student's strengths and weaknesses. Student score labels will be produced according to the State specifications for content layout, label type, printing to be printed on State

equipment. Labels will be provided for each student answer document for each grade tested. Labels may be sorted differently for each assessment within a school. The State will determine the sort order. Labels will be placed on student data cumulative records by the systems.

### **SYSTEM/STATE SUMMARIES (GRADES K-2)**

#### **Shelf System/State Summary Report of Scores – Package for Grade 2 (and for grades K-1, if available)**

### **SYSTEM/STATE SUMMARIES (GRADES 3-8)**

#### **State Report of Scores**

- preprinted report forms (front and back) on which only the statewide average are listed
- printed in one color plus black

#### **State List of System Scores**

- preprinted report forms (front and back) on which the average scores for all school systems in the state are listed
- printed in one color plus black
- system name and number (sorted by system) are printed with the scores
- summary scores for each system and state are included on this report
- these results will be provided as an electronic summary file, formatted for user-friendly access via the State's Internet

#### **System List of School Scores**

- preprinted report forms (front and back) on which average scores for all school systems in the state are listed
- printed in one color plus black
- school name and number (sorted by school) are printed with the scores.
- summary scores for the school, system, and state are included on this report.
- These results will be provided as an electronic summary file, formatted for user-friendly access via the State's Internet

#### **State Data File (grades 2-8)**

- An electronic file provided in a medium and format agreeable to the State that contains the complete record of item data and scores for all students tested including student demographic information.
- The State will determine the file format and layout.
- Contractors will be required to establish secure FTP or Internet Sites for file sharing during the data checking and file approval phases.
- Separate files are provided for separate grade levels and may be required for separate tests (CRT and NRT).
- File must include state and federal requirements.

#### **System Data File (grades 2-8)**

- An abbreviated form of the data file that contains the student records for all students in the system. Item data are not included on this file.
- Systems will be provided several choices of media for their results file (e.g., CD, 3.5 disk). The State will determine the file format and layout.

#### **Aggregated Data File (grades 2-8)**

- An electronic file will be prepared that includes the school and system summary scores for each test. This file will be formatted for State software that can be made accessible via the Internet.
- Separate files or folders will be required for each different grade level of scores like the reports.
- Files will be made available in an electronic medium (e.g., CD or diskette) that can be utilized by a variety of other computer programs.

#### **System Report of School Participation Rates**

- For each school, information related to the participation rate for each grade and subtest will be reported. For example, the report will include summaries of the number and percent of students

tested, exempted, absent withdrawn, or tested by alternate assessments. These figures will be based on the number of students enrolled at the time of testing.

- Preprinted report forms (front and back) on which average scores for schools in the system are listed.
- Three report forms will be used to summarize school results (one each for elementary, middle, and high schools). All grades tested at each school will be included with data reported separately for each test administered at the grade.
- The number of pages will depend on the layout of the report designed by the Contractor. Approximately 35 lines will be printed on a single page.
- System and State summary information will be provided on this report.

#### State Report of System Participation Rates

- For each school, information related to the participation rate for each grade and subtest will be reported. For example, the report will include summaries of the number and percent of students tested, exempted, absent withdrawn, or tested by alternate assessments. These figures will be based on the number of students enrolled at the time of testing.
- Preprinted report forms (front and back) on which average scores for schools in the system are listed.
- One report form will be used to summarize system results. All grades tested will be listed with data reported separately for each test administered at the grade.
- The number of pages will depend on the layout of the report designed by the Contractor. Approximately 35 lines will be printed on a single page.
- State summary information will be provided on this report.

#### School Demographic Report of Scores

- Preprinted report forms (front and back) on which average scores for each school are listed. The scores on this report are disaggregated by various demographic categories including, gender, ethnicity, disability category, LEP status, migrant and any additional category required by the U.S. Department of Education (except that, in the case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).
- Printed in one color plus black.

#### System Demographic Report of Scores

- Preprinted report forms (front and back) on which average scores for each school are listed. The scores on this report are disaggregated by various demographic categories including, gender, ethnicity, disability category, LEP status, migrant and any additional category required by the U.S. Department of Education (except that, in the case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).
- Printed in one color plus black.

#### State Demographic Report of Scores

- Preprinted report forms (front and back) on which average scores for each school are listed. The scores on this report are disaggregated by various demographic categories including, gender, ethnicity, disability category, LEP status, migrant and any additional category required by the U.S. Department of Education.
- Printed in one color plus black.

**PART 2 - SHIPMENT DELIVERY DATES**

These are the dates by which all materials should arrive into the State's Distribution Center. The dates of critical activities are listed in Attachment D.

<b>Product</b>	<b>All test material must be delivered to the Tennessee Distribution Center by 4:30pm CST on or before the dates listed below</b>				
	<b>Year 2003-2004</b>	<b>Year 2005</b>	<b>Year 2006</b>	<b>Year 2007</b>	<b>Year 2008</b>
Introductory Publications	Aug. 2003	---	---	---	---
Pretest & Testing Material	Dec. 2 & 31, 2003 and 2004	Dec. 2 & 31	Dec. 2 & 31	Dec. 2 & 31	---
Posttest Material	May/June 2004	May/June	May/June	May/June	May/June
Technical	July 31, 2004	July 31, 2005	July 31, 2006	July 31, 2007	July 31, 2008
Test Specs	Prior to Mock up stage				

Note: Braille, Large Print and Audio Versions may be delivered to the State a little later than the regular testing material as long as the delivery date does NOT have a negative impact on our packaging and shipping process.